

**An Evaluation of Utah's
Comprehensive Guidance Program**

– The Fourth Major Study of Utah's Thirteen-Year Program –

Prepared for:

The Utah State Office of Education

Prepared by:

IBRIC

The Institute for Behavioral Research in Creativity

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February 2007
Salt Lake City, Utah

Dedicated to:

R. Lynn Jensen

“A career of helping students make good decisions”

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Introduction

Previous Statewide Evaluations of Comprehensive Guidance in Utah

Since 1993, Utah's Comprehensive Guidance Program has sought to enhance educational and career planning for students across the state. Comprehensive Guidance has focused on enabling counselors to direct their attention and efforts on core guidance programs and reduce the amount of time spent on non-guidance activities (i.e., support services). Previous evaluation of the Utah program has demonstrated that, as a result of this focus, more students have developed educational and occupational plans, more parents have become involved in educational and occupational planning processes, and more class time has been devoted to guidance activities.

In January of 1995, the Institute for Behavioral Research in Creativity (IBRIC), in conjunction with the Utah State Office of Education (USOE), completed a study entitled "The Student Educational and Occupational Plan and Comprehensive Guidance in Utah's Schools" (Kimball, Gardner, and Ellison, 1995). The study presented and analyzed the results of surveys completed at 42 Utah secondary schools that had qualified to receive program funding before the 1994-1995 school year. This initial study showed the early progress of the Comprehensive Guidance Program and its impact on students and schools.

In 1997 and 1998, IBRIC conducted a statewide evaluation of Utah's Comprehensive Guidance Program (Nelson and Gardner, 1998). The evaluation consisted of two studies. In the first study, surveys and interviews were conducted to determine how the program had been implemented throughout the state; 176 middle and high schools participated. The study revealed profound effects in the areas of student

planning, the extent of counseling and guidance services offered in Utah's secondary schools, and coordination within schools. Positive effects were also demonstrated in terms of parent involvement and the job definition and productivity of counselors.

The second study conducted within the 1997-1998 evaluation was designed to determine what impact implementation of Comprehensive Guidance in Utah schools had on important student outcomes and other educational characteristics. Analysis from this study showed that Utah high school students in high-implementing Comprehensive Guidance schools rated their overall education preparation more adequate, rated their job preparation better, and rated guidance and career-planning services in their schools higher than did students in the low-implementing group. The study also demonstrated that students in high-implementing Comprehensive Guidance schools took more mathematics and science, more vocational and technical courses, and had higher ACT scores on every area of the test. Significantly fewer students in higher-implementing schools described their high school program as "general".

In 1999, IBRIC followed up the previous more comprehensive evaluation with a targeted study surveying counselors in Comprehensive Guidance schools (<reference?>). This study documented the continuing implementation of Comprehensive Guidance in Utah secondary schools and also analyzed the impact of pupil-counselor ratios on program implementation.

The National Picture in Comprehensive Guidance

Over the past 20 years or so, Comprehensive Guidance programs have been established in many states to meet more fully the guidance needs of students. Although it

is difficult to determine exactly how completely implemented Comprehensive Guidance is in areas where it is established, there were a number of states that had developed or were developing Comprehensive Guidance models in 1998 (Sink and MacDonald, 1998). The American School Counselor Association (ASCA) and practitioners in many parts of the country obviously strongly support Comprehensive Guidance.

It seems intuitive that the less time counselors are spending with students, the less they are able to affect students' lives. Investigations such as Partin's (1993) survey of counselors at many school levels and Tennyson, et al.'s (1989) study of secondary school counselors responded to a general concern that counselors were not spending enough time actually counseling. While these studies revealed that counselors were having some effect on students, Comprehensive Guidance programs strive to maximize the positive impact counselors have on students by decreasing the time counselors spend on non-counseling activities, thereby freeing them for more direct work with students.

In particular, Comprehensive Guidance programs are designed not only to increase counselor time with students but in particular to increase students' academic achievement as well as improve their career choices and course taking. Comprehensive Guidance seems to be making an impact in the lives of many students.

Lehr and Sumarah (2002) and Gysbers, Lapan, and Blair (1999) studied Comprehensive Guidance programs from the perspective of how fully the programs were implemented. These authors investigated the level of implementation with the assumption that more fully implemented Comprehensive Guidance programs will be more effective. However, to truly discover the effectiveness for students of Comprehensive Guidance programs, systematic evaluation of outcomes is necessary.

Thus, to determine whether Comprehensive Guidance is truly valuable and successful, it is necessary to subject Comprehensive Guidance programs to rigorous evaluation. Authors such as Bardo, et al. (1978), Burck and Peterson (1975), Wheeler and Loesch (1981), Keene and Stewart (1989), Vacc (1981), and Gysbers (2004) have called for evaluation as an important check on counseling activities. Evaluation of Comprehensive Guidance in particular is further necessary because Comprehensive Guidance programs are so widespread.

Previous studies on other types of counseling interventions (Gerler and Anderson, 1986; Fouad, 1995; and Evans and Burck, 1992) revealed that counseling interventions may have at least some positive impact on student achievement. Prout and Prout (1998) found in their meta-analysis of psychological interventions in schools that students who received interventions “improved almost one standard deviation when compared to students who did not receive treatment.” In addition, they reported: “...the results would appear to provide further support for the effectiveness of school-based counseling and psychotherapy interventions.”

A number of recent evaluations based on the Comprehensive Guidance framework have demonstrated that counseling and guidance activities have positive effects on academic achievement. Whiston and Sexton (1998) discovered that the studies in their review of counseling and guidance research “...had more of an impact on achievement than on measures of self-esteem” and reported that “...the results of most of the studies in this review indicate that activities performed by school counselors have a positive influence on students.” In their review of investigations of school counseling, Borders and Drury reported, “One major conclusion seems evident from this synthesis of

30 years of empirical work and professional statements: School counseling interventions have a substantial impact on students' educational and personal development.”

A number of revealing studies about the effectiveness of Comprehensive Guidance programs have come from Sink and coauthors at Seattle Pacific University. This group of researchers has focused on the effectiveness of Comprehensive Guidance for elementary-school students. Sink and Stroh (2003a, 2003b) reported that Comprehensive Guidance programs had significant impact on the lives of students. “In summary, over time, younger students appear to do better on a variety of norm-referenced and criterion-referenced tests of academic achievement than their peers in schools without a CSCP [Comprehensive School Counseling Program] in place” (Sink and Stroh, 2003b). Similarly, “...the current study reveals that early elementary-age students enrolled for several years in well entrenched CGCP [Comprehensive Guidance and Counseling Program] schools can produce significant achievement gains over and above those children attending non-CGCP schools” (Sink and Stroh, 2003a). Not only elementary school students but also students in secondary schools have been shown to benefit from Comprehensive Guidance. Lapan, Gysbers, and Sun (1997) reported: “Students who attended schools that had more fully implemented comprehensive guidance programs reported earning higher grades. It appeared that schools that were spending time with students to more fully implement comprehensive guidance programs did not detract from student academic progress but may, in fact, have played a positive role in enhancing student academic achievement.” Lapan, Gysbers, and Petroski (2001) demonstrated benefits for seventh graders, regardless of socioeconomic status. “More fully implemented guidance and counseling programs were related to

greater student feelings of both safety and success in poorer as well as in wealthier schools.”

The studies cited above have shown that highly implemented Comprehensive Guidance programs are beneficial to students. Perceptions of the programs by teachers, counselors and administrators are important to successful program implementation, so evaluating these perceptions can give us insight into implementation. In addition, measuring student perceptions allows evaluation of the success of these programs from the primary client’s perspective.

The Current Evaluation

Nine years have passed since the last major evaluation of the nature and impact of Utah’s Comprehensive Guidance Program was undertaken. Currently, out of a total of 252 public secondary schools in the state, only five are not implementing Comprehensive Guidance with state leadership and support. The new century has brought a variety of new challenges to counselors. Examples are increased demands for responsive services, new accountability requirements for students that must be supported by counseling, changes in the law pertaining to guidance, and a myriad of other requirements.

Major Purposes

Although the current evaluation addresses numerous issues surrounding the present implementation and the effectiveness of Utah’s Comprehensive Guidance Program statewide, the following represent areas of major focus:

- Determine the current level of implementation of Comprehensive Guidance statewide in Utah middle schools and high schools.
- Compare current levels of Comprehensive Guidance implementation to the levels observed in previous evaluations to assess progress or problems.
- Determine the current level of relationship between implementation of the Comprehensive Guidance Program and a variety of student outcomes and characteristics, including basic skills academic performance, higher-level academic performance, and course-taking.
- Obtain a broad view of the effectiveness of Comprehensive Guidance by measuring the perspectives of counselors, administrators, teachers, students, and parents.
- Provide a cohesive data base to enable schools and districts to compare their individual results to statewide normative information.
- Examine implementation and outcomes of Utah's Comprehensive Guidance Program in specific areas, including:

<ul style="list-style-type: none"> ▪ Student planning ▪ Extent of services ▪ Program coordination ▪ Parent involvement ▪ Policy and job definition ▪ Departmental productivity ▪ Career exploration ▪ Information management ▪ Clarity of purpose 	<ul style="list-style-type: none"> ▪ Guidance curriculum ▪ Time management ▪ Funding ▪ Personnel management ▪ Program support ▪ Teacher preparation ▪ Use of SEOP information ▪ Use of career exploration resources ▪ Community involvement
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Method

Table 1 describes the samples of the various categories of participants in the 2006 statewide Comprehensive Guidance Program evaluation. In the case of counselors, administrators, and teachers the total population of each group in Comprehensive Guidance schools received survey forms. Students were selected from grades 8 and 11. The intent was to sample 100 students in each participating school (school size permitting); in large schools, the sampling strategy relied on the inclusion of complete English classes at the grades specified. The parent sample was linked to the student sample; each student, after responding to his/her own form, was asked to take a form to his/her parent/guardian and return it to the school when completed.

Table 2 describes the IBRIC-developed measurement instruments that were included in the evaluation. Each form was unique to the specific class of respondent, and the counselor form was significantly longer than the other forms. In all cases, the survey forms were scannable documents or used separate scannable answer sheets.

The specific content of each form was a function of several influences. Previous Utah Comprehensive Guidance Program evaluations were a major contributor to the counselor, administrator, and teacher forms, thus allowing comparison of results to these earlier efforts. In 2005, Granite School District, assisted by IBRIC, conducted its own study of Comprehensive Guidance in the district. Many new items were piloted in the Granite study and included in the current state forms. Appendix B contains copies of all forms used in the present study.

Table 1

**Sample Sizes
for the State Comprehensive Guidance Evaluation**

Group	Sample Size ¹	Sampling Approach
Counselors	436	Total population of counselors in Comprehensive Guidance schools
Administrators	384	Total population of administrators in Comprehensive Guidance schools (principals and vice principals)
Teachers	5,061	Total population of teachers in Comprehensive Guidance schools
Students	14, 265	Students at grades 8 and 11 in Comprehensive Guidance schools were expected to participate. in smaller schools (up to 100 students per grade) all 8 th and 11 th graders were to be included.
Parents	7,806	Parents of the students in the student sample
Schools Participating (Including Middle and High Schools) = 175		
Total Schools Receiving Forms = 208		
Total Study-School Response Rate = 84%		

¹ Number of respondents in final analyses (after screening, etc.)

Table 2

**IBRIC-Developed Measurement Instruments
for the State Comprehensive Guidance Evaluation**

Respondent	Description of Measurement Instrument
Counselors	96 items were developed from the 97-98 study, the Granite School District pilot and new items responsive to the current Comprehensive Guidance environment. This form provided the items for the construction of the Comprehensive Guidance Level of Implementation score. The form consisted of a booklet accompanied by a scannable answer sheet.
Administrators	48 items based on the 97-98 study, the Granite study, and new items. This form was a booklet with a scannable answer sheet.
Teachers	27 items similar in content to the principal form but tailored to gain the unique perspective of teachers. This form was a scannable document.
Students	31 items based on the Granite study and new items reflecting the statewide Comprehensive Guidance perspective. Items measured student Comprehensive Guidance activities and satisfaction with programs. This form was a scannable document.
Parents	22 items measuring level of parent involvement and satisfaction with school and the guidance activities of their students. Items were based on the Granite pilot as well as additional statewide Comprehensive Guidance considerations. This form was a scannable document.

The student, parent, teacher, administrator, and counselor forms were separately factor analyzed to create internally consistent scores. The resulting factor-based scores are the primary metrics used to report results.

The final construction of the various survey forms used in the study was influenced by extensive interviews with Utah counselors. The information gathered in these interviews as well as open-ended survey responses from counselors and principals also helped formulate the study's conclusions and recommendations.

External measures used in the evaluation are delineated in Table 3. At grade 8, data from the Iowa Tests of Basic Skills were available for examining cognitive outcomes for middle schools and junior highs. At grade 11, data from both the Iowa Tests of Educational Development and the ACT Assessment were available for all schools. The Iowa is more nearly a basic-skills oriented measurement device, while the ACT Assessment taps higher-level cognitive skills. Also at grade 11, ACT Student Profile data was available for those students who took the instrument. The ACT Student Profile includes a variety of student attitude, evaluative, and course-taking information. Presence of these data allowed for examining the relationship between program implementation and student performance.

Another major analysis accomplished for this report was a comparison between results from identical items used in both the 1997 and the present study. Appendix A contains the 1997-2006 comparisons for all identical items. These results are also summarized in the Results section.

Table 3

**External Measures
for the State Comprehensive Guidance Program Evaluation**

Measure	Grade	Purpose in Comprehensive Guidance Evaluation
Iowa Tests of Basic Skills	8	Cognitive outcomes for middle school/junior high – used for determining relationships between Comprehensive Guidance Program implementation and externally-measured achievement at the middle-school level.
Iowa Tests of Educational Development	11	Basic skills cognitive outcomes for high school – used for determining relationships between Comprehensive Guidance Program implementation and <u>basic skills achievement</u> at the high-school level.
ACT Assessment	10-12	Higher-level cognitive outcomes for high school – used for determining relationships between Comprehensive Guidance Program implementation and <u>higher-level achievement</u> .
ACT Student Profile Data	10-12	Used for examining relationships between Comprehensive Guidance Program implementation and ACT-measured variables including course-taking.

Results

Survey Results from Five Sources

Tables 4 through 13 present the major results from the surveys administered during the evaluation to students, parents, faculty, principals, and counselors. The results obtained from each survey source are summarized in a pair of tables. For each source, the first table gives a brief summary of the major area results derived from factor analysis of the items for that source; the second, extended table presents the data obtained on the individual items for each source. Thus, this portion of the Results chapter consists of five sections, one each for students, parents, faculty, principals, and counselors. In the following text, important results from each source will be highlighted. Interested readers are encouraged to examine in detail the item results in detail in each of the five sections. In all cases, results are presented separately for middle schools and high schools.

Highlights of Student Survey Results

Table 4 shows that the major conceptual areas viewed most positively by students in the study were general School Climate and Personal Student Academic Planning. Reasonably positive responses were also obtained from students in the areas of Student Involvement with Counseling and Quality of Help for Students from Counselors and Other Staff. The least positive area in the student survey results was Exposure to Career Information; here, typically only 40% of middle-school students and 48% of high-school students held substantially positive attitudes.

An example of an item from the most positive area, School Climate/General Satisfaction with School, showed 82% of eighth graders and 89% of eleventh graders reporting that their school had a safe and friendly environment. In the area of Student Involvement with Counseling, a representative item showed that 74% of eighth graders and 83% of eleventh graders felt comfortable with going into the counseling center. A sample item from the least positive score area, Exposure to Career Information, showed that only 47% of eighth graders and 67% of eleventh graders knew where to get career information at their school.

Highlights of Results from the Parent Survey

The parent survey was relatively brief compared to other forms used in this evaluation. The factor analysis yielded two major areas. These were Parent Satisfaction with the School and Parent Knowledge of Student Planning and Goal-Setting. In general, parents of both middle-school students and high-school students were well-satisfied with their school. An example of results from an item in this area showed that 95% of the parents of eighth graders and 93% of the parents of eleventh graders felt welcome at their student's school. In the area of Parent Knowledge of Student Planning and Goal-Setting, only 69% of the parents of eighth graders and 75% of the parents of eleventh graders were certain that their student had made a written plan for working toward academic and career goals.

Highlights of results from the faculty survey

Factor analysis of the faculty survey items yielded five major areas. Results for these areas are summarized in Table 8. The most positive area in the faculty survey dealt with School Efforts to Support Students in Guidance Activities. Here, typically 88% of middle-school faculty and 88% of high-school faculty held positive points of view. Also viewed as generally positive by the faculty group was the Overall Impact of Comprehensive Guidance on the School. Seventy percent of middle-school faculty and 69% of high-school faculty typically had positive points of view. Three areas generally seen as less positive by faculty at both the middle-school and high-school levels were Classroom Emphasis on Specific Guidance Strategies, Teacher SEOP Training and Involvement, and Teacher-Judged Quality of the School Career Center.

An illustrative item from the most positive major score area showed that 96% of middle-school faculty and 94% of high-school faculty felt that students could meet readily with a school counselor when needed. An item from the least-positive major area score, Classroom Emphasis on Specific Guidance Strategies, showed that only 46% of middle-school faculty and 49% of high-school faculty reported that students received guidance instruction as part of the teacher's regular curriculum.

Highlights of results from the principal survey

Ten major areas were derived by factor analyzing the principal survey data. Summary results from this analysis are depicted in Table 10. In general, results from principals were much more positive than those from any of the other four sources surveyed during the study. Most positive were results for Area 3, Principal-Rated

District Support of Guidance Activities; Area 4, Degree to which Guidance Program Meets Expected Standards; and Area 9, Existence of a Formal SEOP Policy for the School and District. Rates of positive endorsement for these areas were in the high 80s and low to mid 90s. Principals were also very positive concerning Impact of Guidance Activities on Student Planning, Career Exploration, and Course-Taking, Adequacy of Guidance Resources and their own ratings of State Support for Comprehensive Guidance. Area 5, Long-Term Trends in the Guidance Process, while still rated very positively, was the major area score that received the lowest percentage of positive responses from principals.

Results for a sample item from the most positively rated area for principals, Degree to which Guidance Programs Meet Expected Standards, showed 96% of principals at grade eight and also 96% of principals at grade eleven reporting that, at their schools, staff understood and supported the Comprehensive Guidance program. For the lowest-rated major area for principals, Long-Term Trends in the Guidance Process, an illustrative item indicated that, at the middle-school level, 61% of principals felt that the amount of time devoted to guidance activities had increased either steadily or dramatically over the past several years. This same point of view was held by 52% of high-school principals.

Highlights of Results from the Counselor Survey

Table 12 presents the 21 major areas that resulted from a factor analysis of the counselor survey data. Results from counselors showed a rather wide range of opinions

depending on the specific area being considered. The most positive general areas for counselors were Area 5, Degree to which the Guidance Process Meets Expected Standards; Area 12, Involvement of Parents in Guidance Activities; Area 6, Quality and Availability of Instructional Resources for Guidance; and Area 4, Counselor Job Satisfaction. For each of these area scores, typically well over 90% of counselors at both the middle-school and high-school levels reported positive responses. Three major area scores were notable in terms of being endorsed at much lower levels of positive responses by counselors. These were Area 2, Counselor Judged-Adequacy of Career Centers; Area 15, Counselor Use of Time; and Area Eight, Community Career Exploration Resources.

An example of an item from the highest-rated area by counselors, Degree to which Guidance Programs Meet Expected Standards, showed 93% of counselors at the middle-school level and 91% of counselors at the high-school level strongly indicating that all counselors in their schools had acquired the skills needed to implement a highly successful Comprehensive Guidance program. For a lower-rated major area, Counselor-Judged Adequacy of the Career Center, an illustrative item showed that only 35% of middle-school counselors and 75% of high-school counselors reported that students frequently use the career center either before, during, or after school.

Table 4

Student Survey Major Area Results

Major Area	Percentage of Positive Responses	
	Middle School	High School
1. Quality of Help for Students from Counselors and Other Staff	69%	71%
2. School Climate/General Satisfaction with School	87%	89%
3. Exposure to Career Information	40%	48%
4. Student Involvement with Counseling	68%	81%
5. Personal Student Academic Planning	75%	73%

Table 5

Student Survey Results
Area 1: Quality of Help for Students
from Counselors and Other Staff

Area Percent Positive: Grade 8=69%, Grade 11=71%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
8	If you had a problem in school, could you get help from your counselor?		
	A. Yes, definitely	42	37
	B. For the most part	37	39
	C. Not really	16	19
	D. No, definitely not	6	5
10	Have meetings with your school counselor or advisor been helpful?		
	A. I have had no meetings.	27	10
	B. Yes, very helpful	21	30
	C. Somewhat helpful	38	47
	D. Not very helpful	9	10
	E. No help at all	5	3
20	Is the career information at your school helpful and interesting?		
	A. Yes, definitely	13	12
	B. For the most part	45	50
	C. Not really	31	32
	D. No, definitely not	10	6
24	Has this school helped you explore your talents and abilities (what you're good at)?		
	A. Yes, definitely	23	21
	B. For the most part	43	48
	C. Not really	26	26
	D. No, definitely not	8	5
25	Has this school helped you set goals and work toward achieving those goals?		
	A. Yes, definitely	25	21
	B. For the most part	44	47
	C. Not really	25	28
	D. No, definitely not	6	5

Table 5, cont.

Student Survey Results
Area 1: Quality of Help for Students
from Counselors and Other Staff

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
26	Does this school try hard to include your parents in your education?		
	A. Yes, definitely	29	20
	B. For the most part	42	45
	C. Not really	24	29
	D. No, definitely not	5	5
27	Does this school let students know about attendance and behavior problems in time for them to improve if they want?		
	A. Almost always	32	31
	B. Usually	28	31
	C. Sometimes	16	19
	D. Rarely or never	7	8
	E. I'm not sure.	17	11
28	Has the individual planning process (SEOP) at your school helped you feel more prepared to succeed in school and work?		
	A. Yes, definitely	25	21
	B. For the most part	42	43
	C. Not really	25	29
	D. No, definitely not	8	7
29	Overall, does your school counselor and the counseling center help you with school?		
	A. Yes, definitely	23	25
	B. For the most part	38	42
	C. Not really	28	27
	D. No, definitely not	10	6
30	Overall, do school counselors and the counseling center help you prepare for the future?		
	A. Yes, definitely	25	25
	B. For the most part	43	46
	C. Not really	24	24
	D. No, definitely not	7	5

Table 5, cont.

**Student Survey Results:
Area 1: Quality of Help for Students
from Counselors and Other Staff**

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
31	Do you feel well prepared to take your next step in school or work (going to a new school, getting a job, etc.)?		
	A. Yes, definitely	36	29
	B. For the most part	45	50
	C. Not really	14	17
	D. No, definitely not	5	4

Table 5, cont.

Student Survey Results

Area 2: School Climate/General Satisfaction with School

Area Percent Positive: Grade 8=87%, Grade 11=89%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
1	Do you feel welcome at this school?		
	A. Yes, definitely	44	49
	B. For the most part	46	43
	C. Not Really	8	7
	D. No, definitely not	2	2
2	Is there an adult at school (teacher, counselor, principal, etc.) you can talk to if you need help?		
	A. Yes, definitely	48	50
	B. For the most part	30	32
	C. Not really	16	14
	D. No, definitely not	5	4
3	Does this school have a safe and friendly environment?		
	A. Yes, definitely	23	28
	B. For the most part	59	61
	C. Not really	15	9
	D. No, definitely not	3	1
4	Do adults at this school try hard to respond to students' concerns?		
	A. Almost always	24	18
	B. Usually	39	43
	C. Sometimes	25	27
	D. Rarely	8	9
	E. Almost never or never	4	3
11	Has this school provided you with an appropriate schedule of classes?		
	A. Yes, definitely	54	47
	B. For the most part	38	45
	C. Not really	6	6
	D. No, definitely not	2	2

Table 5, cont.

Student Survey Results
Area 2: School Climate/General Satisfaction with School

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
12	Are the classes you are taking now preparing you to succeed in the future?		
	A. Yes, definitely	29	26
	B. Yes, most of my classes	42	41
	C. Some classes yes, some no	23	28
	D. Not really	4	4
	E. No, definitely not	2	1
13	Do your classes motivate you to do your best?		
	A. Yes, definitely	22	15
	B. Yes, most of my classes	35	36
	C. Some classes yes, some no	30	36
	D. Not really	10	11
	E. No, definitely not	3	3
16	Do your teachers let you know how you're doing in their classes?		
	A. Almost always	26	19
	B. Usually	38	40
	C. Sometimes	23	27
	D. Rarely	10	11
	E. Almost never or never	3	3

Table 5, cont.

Student Survey Results

Area 3: Exposure to Career Information

Area Percent Positive: Grade 8=40%, Grade 11=48%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
17	Have you ever spent time in school learning about specific careers?		
	A. Many times	13	13
	B. A few times	42	44
	C. Once or twice	32	31
	D. No	14	12
18	Do you know where to get career information at school?		
	A. Yes, definitely	19	31
	B. For the most part	28	36
	C. Not really	38	27
	D. No, definitely not	15	6
19	Do you know how to use the career information at your school?		
	A. Yes, definitely	11	14
	B. For the most part	28	35
	C. Not really	44	41
	D. No, definitely not	18	11
21	Have you ever participated in career exploration activities like Career Day, Job Shadowing, Internships, Reality Town, etc.?		
	A. Many times	9	10
	B. A few times	21	25
	C. Once or twice	34	38
	D. No	36	27
22	Have you ever used a computer program (like "Choices" or "Career Futures") to learn about careers?		
	A. Many times	9	8
	B. A few times	22	23
	C. Once or twice	34	36
	D. No	34	33

Table 5, cont.

Student Survey Results

Area 4: Student Involvement with Counseling

Area Percent Positive: Grade 8=68%, Grade 11=81%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
5	How often have you been to your school's counseling center this school year?		
	A. Never	31	11
	B. Once	28	19
	C. 2 or 3 times	29	46
	D. 4 or more times	12	24
6	Do you feel comfortable going into the counseling center?		
	A. Yes, definitely	35	42
	B. For the most part	39	41
	C. Not really	19	14
	D. No, definitely not	7	3
7	Does your school counselor know you?		
	A. Yes, definitely	31	38
	B. For the most part	27	30
	C. Not really	30	24
	D. No, definitely not	12	7
9	Have you met with a school counselor or advisor for educational and career planning?		
	A. Yes, more than once	23	47
	B. Yes, once	50	38
	C. No	27	15

Table 5, cont.

Student Survey Results

Area 5: Personal Student Academic Planning

Area Percent Positive: Grade 8=75%, Grade 11=73%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
14	Do you have a written SEOP for what you are going to do in the future?		
	A. Yes	65	64
	B. No	35	36
15	Do you know which school subjects you want to take in the future?		
	A. Yes, definitely	35	34
	B. For the most part	50	48
	C. Not really	14	16
	D. No, definitely not	2	2

Table 6

Parent Survey Major Area Results

Major Area	Percentage of Positive Responses	
	Middle School	High School
1. Parent Satisfaction with the School	86%	86%
2. Parent Knowledge of Student Planning and Goal-Setting	73%	80%

Table 7

Parent Survey Results

Area 1: Parent Satisfaction with the School

Area Percent Positive: Grade 8=86%, Grade 11=86%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
2	Do you feel welcome at your student's school?		
	A. Yes, definitely	60	54
	B. For the most part	35	39
	C. Not really	4	6
	D. No, definitely not	1	2
3	Does this school try hard to include you in your student's education?		
	A. Yes, definitely	40	34
	B. For the most part	48	47
	C. Not really	11	17
	D. No, definitely not	1	2
4	Does the staff at this school respond promptly and professionally when parents express concerns?		
	A. Almost always	40	32
	B. Usually	41	43
	C. Sometimes	14	17
	D. Rarely	4	5
	E. Almost never or never	1	2
5	Does the school ask for your opinions about how it is doing?		
	A. Yes, frequently	13	14
	B. Sometimes	39	38
	C. Not very often	30	32
	D. No, never	18	16
6	Does your student's school make it easy for you to meet with teachers, counselors, etc., when needed?		
	A. Almost always	39	34
	B. Usually	42	43
	C. Sometimes	14	15
	D. Rarely	3	6
	E. Almost never or never	2	2

Table 7, cont.

Parent Survey Results

Area 1: Parent Satisfaction with the School

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
7	When you go to the school for information or help, do you get what you need?		
	A. Almost always	46	39
	B. Usually	39	42
	C. Sometimes	11	14
	D. Rarely	3	3
	E. Almost never or never	1	2
8	Does this school have a safe and friendly environment?		
	A. Yes, definitely	42	41
	B. For the most part	50	52
	C. Not really	6	5
	D. No, definitely not	1	1
9	Is there an adult at school (teacher, counselor, principal, etc.) your student can talk to if he or she needs help?		
	A. Yes, definitely	54	50
	B. I think so	33	37
	C. No	3	3
	D. I'm not sure.	10	10
11	Have meetings with the counselor been helpful?		
	A. Yes, very helpful	25	29
	B. Quite helpful	40	44
	C. Not very helpful	10	12
	D. No help at all	2	2
	E. I have had no meetings.	24	14
14	Has this school provided your student with an appropriate schedule of classes?		
	A. Yes, definitely	61	53
	B. For the most part	35	40
	C. Not really	3	5
	D. No, definitely not	1	2

Table 7, cont.

Parent Survey Results

Area 1: Parent Satisfaction with the School

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
15	Do teachers let you know how well your student is doing in school?		
	A. Almost always	36	27
	B. Usually	35	37
	C. Sometimes	16	19
	D. Rarely	9	12
	E. Almost never or never	5	5
16	Does this school let parents know about attendance or behavior problems in time for them to help their students improve?		
	A. Almost always	39	38
	B. Usually	29	33
	C. Sometimes	10	13
	D. Rarely or never	6	6
	E. I'm not sure.	16	9
17	Do you get information about school policies and programs in a timely manner?		
	A. Almost always	38	32
	B. Usually	43	42
	C. Sometimes	12	17
	D. Rarely	5	6
	E. Almost never or never	3	4
18	When this school communicates with you about your student, is that communication typically positive or negative?		
	A. Usually positive	62	57
	B. Some of each	25	28
	C. Usually negative	6	7
	D. I've had no communication	7	8

Table 7, cont.

Parent Survey Results

Area 1: Parent Satisfaction with the School

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
19	Is the communication you get from this school helpful?		
	A. Yes, very helpful	31	27
	B. Quite helpful	52	52
	C. Not very helpful	10	14
	D. No help at all	2	2
	E. I've had no communication.	5	6
20	Has your student had opportunities in school to explore his or her individual interests and abilities?		
	A. Yes, definitely	38	41
	B. I think so	44	45
	C. No	9	7
	D. I'm not sure.	9	7
21	Overall, this school does very well at helping my student follow his or her plan for the future.		
	A. Extremely accurate	14	15
	B. Very accurate	46	46
	C. Somewhat accurate	33	32
	D. Not very accurate	5	6
	E. Not at all accurate	2	2
22	Overall, this school does very well at helping my student prepare to successfully take the next step in school or work.		
	A. Extremely accurate	18	17
	B. Very accurate	45	44
	C. Somewhat accurate	29	31
	D. Not very accurate	5	6
	E. Not at all accurate	2	2

Table 7, cont.

Parent Survey Results
Area 2: Parent Knowledge
of Student Planning and Goal-Setting

Area Percent Positive: Grade 8=73%, Grade 11=80%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
10	Have you been to a planning meeting with your student and a school counselor?		
	A. Yes, more than once	39	52
	B. Once	33	30
	C. No	27	18
12	Has your student met with a school counselor, teacher, or advisor to set goals?		
	A. Yes, more than once	45	58
	B. Once	33	26
	C. No	11	7
	D. I'm not sure.	12	9
13	Has your student made a written plan for working toward his or her school and career goals?		
	A. Yes, definitely	43	44
	B. I think so	26	31
	C. No	18	13
	D. I'm not sure.	13	12

Table 8

Faculty Survey Major Area Results

Major Area	Percentage of Positive Responses	
	Middle School	High School
1. School Efforts to Support Students in Guidance Activities	88%	88%
2. Classroom Emphasis on Specific Guidance Strategies	32%	34%
3. Teacher SEOP Training and Involvement	39%	40%
4. Teacher-Judged Quality of the School Career Center	48%	69%
5. Overall Impact of Comprehensive Guidance on the School	70%	69%

Table 9

Faculty Survey Results
Area 1: School Efforts to Support Students
in Guidance Activities

Area Percent Positive: Grade 8=88%, Grade 11=88%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
18	Counselors collaborate effectively with teachers to deliver guidance curriculum in classrooms.		
	A. Extremely accurate	16	9
	B. Very accurate	20	18
	C. Reasonably accurate	32	35
	D. Not very accurate	19	25
	E. Not at all accurate	12	14
20	This school works hard to include parents in their students' educational experience.		
	A. Extremely accurate	39	29
	B. Very accurate	35	36
	C. Reasonably accurate	22	30
	D. Not very accurate	3	4
	E. Not at all accurate	1	1
21	All students can readily meet with a school counselor when needed.		
	A. Extremely accurate	44	33
	B. Very accurate	33	35
	C. Reasonably accurate	19	26
	D. Not very accurate	3	4
	E. Not at all accurate	1	2
22	Are school counselors available and responsive to teachers' concerns about individual students?		
	A. Almost always	60	51
	B. Usually	26	32
	C. Sometimes	11	14
	D. Rarely	2	2
	E. Almost never or never	1	1

Table 9, cont.

Faculty Survey Results
Area 1: School Efforts to Support Students
in Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
23	This school provides ample opportunities for students to explore their individual interests and abilities.		
	A. Extremely accurate	18	18
	B. Very accurate	28	33
	C. Reasonably accurate	40	40
	D. Not very accurate	12	8
	E. Not at all accurate	2	2
24	This school makes every effort to provide students with appropriate schedules.		
	A. Extremely accurate	36	28
	B. Very accurate	35	35
	C. Reasonably accurate	24	30
	D. Not very accurate	4	5
	E. Not at all accurate	1	2
25	There is a process in place to effectively align students' schedules with their goals.		
	A. Extremely accurate	16	17
	B. Very accurate	28	29
	C. Reasonably accurate	38	41
	D. Not very accurate	14	10
	E. Not at all accurate	4	2
26	Does the SEOP process at your school effectively support students in planning and pursuing their educational goals?		
	A. Almost always	27	24
	B. Usually	39	43
	C. Sometimes	26	27
	D. Rarely	5	4
	E. Almost never or never	2	1

Table 9, cont.

Faculty Survey Results
Area 1: School Efforts to Support Students
in Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
27	Is the SEOP process in your school worth the time and expense?		
	A. Yes, definitely	33	29
	B. For the most part	44	50
	C. Not really	19	18
	D. No, definitely not	5	3

Table 9, cont.

Faculty Survey Results

Area 2: Classroom Emphasis on Specific Guidance Strategies

Area Percent Positive: Grade 8=32%, Grade 11=34%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
9	Teachers modify planned learning activities based on the SEOP goals of students in their classroom.		
	A. Extremely accurate	5	3
	B. Very accurate	7	6
	C. Reasonably accurate	23	25
	D. Not very accurate	36	41
	E. Not at all accurate	30	25
10	Students use their SEOP information or portfolios in my class.		
	A. Yes	19	19
	B. No	81	81
17	I use career information resources (e.g., career center, videos, computer programs, printed materials) as part of my regular classroom instruction.		
	A. Extremely accurate	6	5
	B. Very accurate	9	10
	C. Reasonably accurate	16	21
	D. Not very accurate	30	31
	E. Not at all accurate	40	34
19	Students receive guidance instruction as a regular part of my class.		
	A. Extremely accurate	8	6
	B. Very accurate	12	10
	C. Reasonably accurate	26	33
	D. Not very accurate	29	30
	E. Not at all accurate	26	21

Table 9, cont.

Faculty Survey Results

Area 3: Teacher SEOP Training and Involvement

Area Percent Positive: Grade 8=39%, Grade 11=40%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
3	I am involved as an advisor or instructor in the SEOP process.		
	A. Yes	27	32
	B. No	73	68
4	Inservice or training on the SEOP process is provided for all teachers . (How accurate is this statement?)		
	A. Extremely accurate	8	7
	B. Very accurate	11	13
	C. Reasonably accurate	24	27
	D. Not very accurate	34	33
	E. Not at all accurate	23	21
5	How effective was the SEOP training you received?		
	A. I have not received SEOP training.	54	53
	B. Very effective	11	9
	C. Quite effective	19	20
	D. So so	11	13
	E. Not effective	4	4
6	Teachers are given sufficient time to carry out assigned SEOP duties.		
	A. Extremely accurate	12	9
	B. Very accurate	16	14
	C. Reasonably accurate	33	31
	D. Not very accurate	18	25
	E. Not at all accurate	21	21

Table 9, cont.

Faculty Survey Results

Area 4: Teacher-Judged Quality of the School Career Center

Area Percent Positive: Grade 8=48%, Grade 11=69%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
14	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.		
	A. Extremely accurate	13	23
	B. Very accurate	18	28
	C. Reasonably accurate	30	33
	D. Not very accurate	24	12
	E. Not at all accurate	15	4
15	I have received an effective orientation to the career center.		
	A. Extremely accurate	5	6
	B. Very accurate	6	9
	C. Reasonably accurate	17	26
	D. Not very accurate	30	30
	E. Not at all accurate	42	29
16	The career center at my school is highly accessible and available to students and teachers.		
	A. Extremely accurate	13	21
	B. Very accurate	15	29
	C. Reasonably accurate	27	32
	D. Not very accurate	23	12
	E. Not at all accurate	21	6

Table 9, cont.

Faculty Survey Results **Area 5: Overall Impact of Comprehensive Guidance** **on the School**

Area Percent Positive: Grade 8=70%, Grade 11=69%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
1	Do you feel like you understand the goals and objectives of the Comprehensive Guidance Program?		
	A. Yes	59	56
	B. No	41	44
2	Do administrators at your school effectively support the goals and objectives of the Comprehensive Guidance Program?		
	A. Yes, definitely	56	45
	B. For the most part	38	45
	C. Not really	5	7
	D. No, definitely not	1	2
11	All students in my school select a career area as a part of the SEOP process.		
	A. Yes	66	61
	B. No	34	39
12	Students in my classes know which career area they have selected without having to look it up in their SEOP folder.		
	A. Extremely accurate	4	4
	B. Very accurate	13	13
	C. Reasonably accurate	43	46
	D. Not very accurate	27	27
	E. Not at all accurate	13	10
13	Teachers support school goals related to the SEOP process.		
	A. Extremely accurate	10	7
	B. Very accurate	21	20
	C. Reasonably accurate	41	47
	D. Not very accurate	19	18
	E. Not at all accurate	9	8

Table 10

Principal Survey Major Area Results

Major Area	Percentage of Positive Responses	
	Middle School	High School
1. School Staff Support of Guidance Activities	83%	79%
2. Impact of Guidance Activities on Student Planning, Career Exploration, and Course-Taking	86%	93%
3. Principal-Rated District Support of Guidance Activities	90%	88%
4. Degree to which Guidance Program Meets Expected Standards	96%	95%
5. Long-Term Trends in the Guidance Process	81%	77%
6. District Communication about Comprehensive Guidance	88%	86%
7. Adequacy of Guidance Resources	87%	87%
8. Principal-Rated State Support of Comprehensive Guidance	87%	86%
9. Existence of Formal SEOP Policy	94%	92%
10. Donations from the Community for Guidance	63%	55%

Table 11

Principal Survey Results

Area 1: School Staff Support of Guidance Activities

Area Percent Positive: Grade 8=83%, Grade 11=79%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
7	Teachers receive inservice or training on the SEOP process.		
	A. Extremely accurate	26	22
	B. Very accurate	27	27
	C. Reasonably accurate	27	24
	D. Not very accurate	16	23
	E. Not at all accurate	3	4
8	In my school, teachers are trained to understand their SEOP role.		
	A. Extremely accurate	20	20
	B. Very accurate	33	26
	C. Reasonably accurate	31	33
	D. Not very accurate	14	17
	E. Not at all accurate	2	4
	Items 15-18. The School Administration:		
15	Creates and supports school goals related to SEOP.		
	A. Extremely accurate	48	43
	B. Very accurate	38	37
	C. Reasonably accurate	11	16
	D. Not very accurate	3	3
	E. Not at all accurate	0	1
16	Organizes special faculty meetings on the SEOP process.		
	A. Extremely accurate	14	15
	B. Very accurate	30	28
	C. Reasonably accurate	31	29
	D. Not very accurate	17	19
	E. Not at all accurate	8	8

Table 11, cont.

Principal Survey Results
Area 1: School Staff Support of Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
17	Requires inservice on the SEOP process.		
	A. Extremely accurate	14	17
	B. Very accurate	27	25
	C. Reasonably accurate	35	32
	D. Not very accurate	15	18
	E. Not at all accurate	9	8
18	Participates in an active role in the SEOP process.		
	A. Extremely accurate	19	20
	B. Very accurate	34	34
	C. Reasonably accurate	32	28
	D. Not very accurate	11	13
	E. Not at all accurate	6	5

Table 11, cont.

Principal Survey Results

Area 2: Impact of Guidance Activities on Student Planning, Career Exploration, and Course-Taking

Area Percent Positive: Grade 8=86%, Grade 11=93%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
30	The individual planning process (SEOP) helps students create meaningful education and career plans.		
	A. Extremely accurate	43	34
	B. Very accurate	36	44
	C. Reasonably accurate	16	17
	D. Not very accurate	4	5
	E. Not at all accurate	1	0
31	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.		
	A. Extremely accurate	22	41
	B. Very accurate	25	29
	C. Reasonably accurate	36	21
	D. Not very accurate	11	7
	E. Not at all accurate	7	2
32	Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference.		
	A. Extremely accurate	31	38
	B. Very accurate	43	40
	C. Reasonably accurate	21	19
	D. Not very accurate	4	4
	E. Not at all accurate	0	0
33	Work-based learning initiatives (e.g., registered apprenticeships, tech prep, academy programs, internships) are linked to students' SEOP goals.		
	A. Extremely accurate	18	45
	B. Very accurate	30	33
	C. Reasonably accurate	26	17
	D. Not very accurate	18	5
	E. Not at all accurate	8	1

Table 11, cont.

Principal Survey Results
**Area 2: Impact of Guidance Activities on Student Planning,
 Career Exploration, and Course-Taking**

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
34	There is a process in place to align students' schedules with their goals.		
	A. Extremely accurate	32	38
	B. Very accurate	37	42
	C. Reasonably accurate	20	15
	D. Not very accurate	9	3
	E. Not at all accurate	2	2
35	Course offerings change in response to trends in students' SEOP goals.		
	A. Extremely accurate	23	28
	B. Very accurate	29	35
	C. Reasonably accurate	27	24
	D. Not very accurate	16	10
	E. Not at all accurate	5	3
	Items 36-37. As a result of the Comprehensive Guidance Program:		
36	More students are taking <u>higher level</u> math, science, and writing classes.		
	A. Extremely accurate	14	17
	B. Very accurate	42	42
	C. Reasonably accurate	29	30
	D. Not very accurate	13	10
	E. Not at all accurate	2	1
37	More students are taking Career and Technical Education classes.		
	A. Extremely accurate	16	20
	B. Very accurate	40	43
	C. Reasonably accurate	30	27
	D. Not very accurate	11	9
	E. Not at all accurate	3	1

Table 11, cont.

Principal Survey Results
Area 3: Principal-Rated District Support
of Guidance Activities

Area Percent Positive: Grade 8=90%, Grade 11=88%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 38-42. Rate the extent of DISTRICT- LEVEL SUPPORT in the following areas:		
38	Development of guidance curriculum		
	A. Extensive	22	19
	B. More than adequate	38	31
	C. Adequate	31	34
	D. Somewhat limited	7	13
	E. Very limited	2	3
39	Modifying programs, course offerings, and curriculum to meet student needs		
	A. Extensive	21	13
	B. More than adequate	35	39
	C. Adequate	33	35
	D. Somewhat limited	10	10
	E. Very limited	2	3
40	Coordination of guidance efforts among schools		
	A. Extensive	25	16
	B. More than adequate	37	42
	C. Adequate	28	30
	D. Somewhat limited	8	6
	E. Very limited	1	5
41	Articulation of the SEOP process		
	A. Extensive	26	17
	B. More than adequate	38	43
	C. Adequate	25	30
	D. Somewhat limited	8	7
	E. Very limited	3	4

Table 11, cont.

Principal Survey Results
Area 3: Principal-Rated District Support
of Guidance Activities

Item	Percent Choosing Each Option	
	Middle School	High School
42 Providing leadership on the Comprehensive Guidance Program		
A. Extensive	26	19
B. More than adequate	40	41
C. Adequate	24	30
D. Somewhat limited	9	6
E. Very limited	2	5

Table 11, cont.

Principal Survey Results
Area 4: Degree to which Guidance Program
Meets Expected Standards

Area Percent Positive: Grade 8=96%, Grade 11=95%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
4	At this school, staff understand and support the Comprehensive Guidance Program.		
	A. Extremely accurate	42	33
	B. Very accurate	34	31
	C. Reasonably accurate	20	32
	D. Not very accurate	3	3
	E. Not at all accurate	0	1
5	All students develop a formalized four-or-five-year SEOP.		
	A. Extremely accurate	59	52
	B. Very accurate	29	30
	C. Reasonably accurate	8	16
	D. Not very accurate	3	2
	E. Not at all accurate	0	1
6	Memos about SEOP activities are provided to all teachers.		
	A. Extremely accurate	47	37
	B. Very accurate	33	32
	C. Reasonably accurate	14	19
	D. Not very accurate	4	9
	E. Not at all accurate	1	3
9	With respect to the SEOP process, this school's administration makes certain that counselors are implementing district policy and state law.		
	A. Extremely accurate	50	47
	B. Very accurate	33	36
	C. Reasonably accurate	14	17
	D. Not very accurate	2	0
	E. Not at all accurate	0	0

Table 11, cont.

Principal Survey Results
Area 4: Degree to which Guidance Program
Meets Expected Standards

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
23	Counselors, administrators, and teachers collaborate in the delivery of the Comprehensive Guidance Program.		
	A. Extremely accurate	33	28
	B. Very accurate	42	40
	C. Reasonably accurate	16	21
	D. Not very accurate	7	11
	E. Not at all accurate	2	1
24	Counselors and teachers collaborate to deliver guidance curriculum in classrooms.		
	A. Extremely accurate	50	31
	B. Very accurate	33	40
	C. Reasonably accurate	12	22
	D. Not very accurate	3	7
	E. Not at all accurate	1	0
27	At this school, individual planning meetings (SEOPs) are conducted according to school and district expectations.		
	A. Extremely accurate	66	57
	B. Very accurate	27	29
	C. Reasonably accurate	6	12
	D. Not very accurate	0	2
	E. Not at all accurate	0	0
28	All students can readily meet with a counselor when needed.		
	A. Extremely accurate	66	51
	B. Very accurate	21	27
	C. Reasonably accurate	8	14
	D. Not very accurate	4	8
	E. Not at all accurate	0	1

Table 11, cont.

Principal Survey Results
Area 4: Degree to which Guidance Program
Meets Expected Standards

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
29	All students receive the help they need in identifying their interests and abilities.		
	A. Extremely accurate	50	36
	B. Very accurate	35	40
	C. Reasonably accurate	12	21
	D. Not very accurate	2	2
	E. Not at all accurate	0	0

Table 11, cont.

Principal Survey Results

Area 5: Long-Term Trends in the Guidance Process

Area Percent Positive: Grade 8=81%, Grade 11=77%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 45-48. Over the past several years:		
45	Parent involvement in the SEOP process has...		
	A. Increased dramatically	17	10
	B. Increased steadily	44	37
	C. Increased slightly	20	29
	D. Remained the same	18	24
	E. Decreased	1	0
46	Teacher support of the SEOP process has...		
	A. Increased dramatically	11	5
	B. Increased steadily	39	34
	C. Increased slightly	24	31
	D. Remained the same	25	28
	E. Decreased	1	3
47	The amount of time devoted to guidance activities has...		
	A. Increased dramatically	13	9
	B. Increased steadily	48	43
	C. Increased slightly	24	26
	D. Remained the same	12	18
	E. Decreased	4	4
48	The amount of counselor time and resources devoted to SEOP activities has...		
	A. Increased dramatically	25	17
	B. Increased steadily	41	45
	C. Increased slightly	19	23
	D. Remained the same	11	12
	E. Decreased	3	3

Table 11, cont.

Principal Survey Results
Area 6: District Communication
about Comprehensive Guidance

Area Percent Positive: Grade 8=88%, Grade 11=86%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
14	The district gives direction on the use of Comprehensive Guidance funds.		
	A. Extremely accurate	38	29
	B. Very accurate	38	41
	C. Reasonably accurate	19	26
	D. Not very accurate	5	5
	E. Not at all accurate	1	0
	Items 21-22. The district keeps me informed about:		
21	Resources available for the Comprehensive Guidance Program.		
	A. Extremely accurate	19	16
	B. Very accurate	37	34
	C. Reasonably accurate	26	30
	D. Not very accurate	13	16
	E. Not at all accurate	6	4
22	Budget requirements of the Comprehensive Guidance Program.		
	A. Extremely accurate	24	17
	B. Very accurate	33	29
	C. Reasonably accurate	24	29
	D. Not very accurate	14	20
	E. Not at all accurate	6	5
25	Guidance curriculum is coordinated from grade level to grade level and school to school.		
	A. Extremely accurate	41	34
	B. Very accurate	41	38
	C. Reasonably accurate	11	18
	D. Not very accurate	7	10
	E. Not at all accurate	2	1

Table 11, cont.

Principal Survey Results
Area 6: District Communication
about Comprehensive Guidance

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
26	The SEOP process is coordinated (e.g., products are shared and jointly developed, activities are coordinated) with schools in our feeder system.		
	A. Extremely accurate	35	30
	B. Very accurate	34	39
	C. Reasonably accurate	22	19
	D. Not very accurate	7	9
	E. Not at all accurate	2	3

Table 11, cont.

Principal Survey Results

Area 7: Adequacy of Guidance Resources

Area Percent Positive: Grade 8=87%, Grade 11=87%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
11	This school's guidance program has sufficient resources, e.g., staff, budget, facilities, technology.		
	A. Extremely accurate	27	26
	B. Very accurate	37	29
	C. Reasonably accurate	20	29
	D. Not very accurate	11	11
	E. Not at all accurate	4	5
12	Sufficient time and personnel are set aside for the individual planning process (SEOP).		
	A. Extremely accurate	41	28
	B. Very accurate	33	41
	C. Reasonably accurate	19	25
	D. Not very accurate	5	5
	E. Not at all accurate	2	2
13	Our counseling department receives sufficient funding to implement a highly successful comprehensive guidance program.		
	A. Extremely accurate	21	20
	B. Very accurate	36	33
	C. Reasonably accurate	27	30
	D. Not very accurate	12	12
	E. Not at all accurate	3	5

Table 11, cont.

Principal Survey Results
Area 8: Principal-Rated State Support
of Comprehensive Guidance

Area Percent Positive: Grade 8=87%, Grade 11=86%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 43-44. Rate the extent of STATE-LEVEL SUPPORT in the following areas:		
43	Overall leadership for Comprehensive Guidance		
	A. Extensive	15	11
	B. More than adequate	37	39
	C. Adequate	36	39
	D. Somewhat limited	9	10
	E. Very limited	3	2
44	Technical assistance for Comprehensive Guidance		
	A. Extensive	13	10
	B. More than adequate	34	34
	C. Adequate	39	41
	D. Somewhat limited	10	12
	E. Very limited	4	3

Table 11, cont.

Principal Survey Results
Area 9: Existence of Formal SEOP Policy

Area Percent Positive: Grade 8=94%, Grade 11=92%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
2	A district policy exists that precisely outlines the SEOP process.		
	A. Extremely accurate	54	49
	B. Very accurate	30	29
	C. Reasonably accurate	12	16
	D. Not very accurate	3	6
	E. Not at all accurate	0	1
3	An SEOP policy statement, based on district policy, has been created at my school.		
	A. Extremely accurate	47	45
	B. Very accurate	28	28
	C. Reasonably accurate	17	18
	D. Not very accurate	6	7
	E. Not at all accurate	2	2

Table 11, cont.

Principal Survey Results
Area 10: Donations from the Community for Guidance

Area Percent Positive: Grade 8=63%, Grade 11=55%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 19-20. Community members improve the SEOP process by:		
19	Donating money for career development activities and programs.		
	A. Extremely accurate	10	5
	B. Very accurate	11	13
	C. Reasonably accurate	23	23
	D. Not very accurate	35	34
	E. Not at all accurate	21	25
20	Donating time to schools for career development activities.		
	A. Extremely accurate	27	9
	B. Very accurate	31	28
	C. Reasonably accurate	23	31
	D. Not very accurate	13	22
	E. Not at all accurate	5	10

Table 12

Counselor Survey Major Area Results

Major Area	Percentage of Positive Responses	
	Middle School	High School
1. Counselor Ratings of District Support for Guidance Activities	82%	79%
2. Counselor-Judged Adequacy of the Career Center	51%	75%
3. School Staff Support of Guidance Activities	82%	77%
4. Counselor Job Satisfaction	93%	94%
5. Degree to which Guidance Program Meets Expected Standards	99%	98%
6. Quality and Availability of Instructional Resources for Guidance	94%	97%
7. Availability of Guidance Resources Outside the School	81%	78%
8. Community Career Exploration Resources	33%	81%
9. Exposure of Students to Work-Based Learning Opportunities	89%	92%
10. Impact of Comprehensive Guidance on Course-Taking	80%	81%
11. School Time and Resources Devoted to Guidance Activities	84%	79%
12. Involvement of Parents in Guidance Activities	93%	93%
13. Facilitation of Involvement of Special Student Groups in Guidance	92%	92%
14. Extent of Student Academic and Career Planning	80%	76%
15. Counselor Use of Time	64%	52%
16. Guidance Curriculum	91%	88%
17. Long-Term Trends in the SEOP Process	78%	75%
18. Impact of the SEOP Process on the Curriculum	78%	85%
19 Counselor-Rated State Support of Comprehensive Guidance	89%	89%
20. Teacher Access to Student Career Plans	84%	85%
21. Outside Donations for Guidance	57%	44%

Table 13

Counselor Survey Results
Area 1: Counselor Ratings of District Support
for Guidance Activities

Area Percent Positive: Grade 8=82%, Grade 11=79%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 55-60. Rate the extent of DISTRICT- LEVEL SUPPORT in the following areas:		
55	Development of guidance curriculum		
	A. Extensive support	27	18
	B. More than adequate support	30	33
	C. Adequate support	22	22
	D. Somewhat limited support	16	15
	E. Very limited support	5	11
56	SEOP documentation and career planning forms		
	A. Extensive support	26	22
	B. More than adequate support	30	31
	C. Adequate support	25	30
	D. Somewhat limited support	12	11
	E. Very limited support	6	6
57	Career assessment (e.g., aptitude tests, interest inventories, etc.)		
	A. Extensive support	21	19
	B. More than adequate support	33	33
	C. Adequate support	30	31
	D. Somewhat limited support	12	11
	E. Very limited support	5	5
58	Coordination (both vertical and horizontal) among schools		
	A. Extensive support	22	22
	B. More than adequate support	36	32
	C. Adequate support	32	33
	D. Somewhat limited support	8	10
	E. Very limited support	2	3

Table 13, cont.

Counselor Survey Results
Area 1: Counselor Ratings of District Support
for Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 55-60. Rate the extent of DISTRICT- LEVEL SUPPORT in the following areas:		
59	Providing an explanation on how to implement the district policy for the SEOP process		
	A. Extensive support	31	20
	B. More than adequate support	32	36
	C. Adequate support	24	28
	D. Somewhat limited support	9	11
	E. Very limited support	4	4
60	Monitoring program implementation and assisting schools in fulfilling program requirements		
	A. Extensive support	27	17
	B. More than adequate support	32	34
	C. Adequate support	29	33
	D. Somewhat limited support	8	11
	E. Very limited support	4	5
	Items 82-87. Over the past several years:		
82	The extent of district-level support has...		
	A. Increased dramatically	4	2
	B. Increased steadily	43	33
	C. Increased slightly	19	21
	D. Remained the same	25	37
	E. Decreased	8	7

Table 13, cont.

Counselor Survey Results

Area 2: Counselor-Judged Adequacy of the Career Center

Area Percent Positive: Grade 8=51%, Grade 11=75%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
21	At this school, an adequate career center exists that helps introduce students to a wide range of career choices.		
	A. Extremely accurate	15	36
	B. Very accurate	21	26
	C. Reasonably accurate	26	21
	D. Not very accurate	26	15
	E. Not at all accurate	12	3
22	All students receive a formal orientation to the career center.		
	A. Extremely accurate	11	21
	B. Very accurate	10	28
	C. Reasonably accurate	27	19
	D. Not very accurate	30	22
	E. Not at all accurate	22	10
23	Teachers receive an orientation to the career center.		
	A. Extremely accurate	3	4
	B. Very accurate	7	13
	C. Reasonably accurate	25	34
	D. Not very accurate	38	36
	E. Not at all accurate	27	12
24	All students visit the career center at least once during the year.		
	A. Extremely accurate	18	17
	B. Very accurate	18	20
	C. Reasonably accurate	25	27
	D. Not very accurate	19	27
	E. Not at all accurate	20	9

Table 13, cont.

Counselor Survey Results

Area 2: Counselor-Judged Adequacy of the Career Center

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
26	Work-based information (e.g., job placement, internships, job shadowing, career fairs) is posted in the career center.		
	A. Extremely accurate	10	39
	B. Very accurate	24	37
	C. Reasonably accurate	22	17
	D. Not very accurate	26	4
	E. Not at all accurate	19	3
27	Scholarship information (e.g., contests, summer educational opportunities, extracurricular activities) is posted in the career center.		
	A. Extremely accurate	10	55
	B. Very accurate	22	27
	C. Reasonably accurate	24	11
	D. Not very accurate	22	6
	E. Not at all accurate	22	2
28	Students frequently use the career center before, during, and after school (outside of regular classes).		
	A. Extremely accurate	5	16
	B. Very accurate	11	26
	C. Reasonably accurate	19	33
	D. Not very accurate	37	18
	E. Not at all accurate	27	8

Table 13, cont.

Counselor Survey Results

Area 3: School Staff Support of Guidance Activities

Area Percent Positive: Grade 8=82%, Grade 11=77%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
2	School staff understand and support the Comprehensive Guidance Program.		
	A. Extremely accurate	10	13
	B. Very accurate	46	35
	C. Reasonably accurate	38	43
	D. Not very accurate	6	8
	E. Not at all accurate	0	1
3	Counselors, administrators, and teachers collaborate in the delivery of the Comprehensive Guidance Program.		
	A. Extremely accurate	16	16
	B. Very accurate	42	32
	C. Reasonably accurate	34	38
	D. Not very accurate	6	11
	E. Not at all accurate	1	3
4	All teachers receive inservice or training on the SEOP process.		
	A. Extremely accurate	19	15
	B. Very accurate	19	21
	C. Reasonably accurate	27	23
	D. Not very accurate	24	33
	E. Not at all accurate	11	7
5	Teachers understand their roles in the SEOP process.		
	A. Extremely accurate	12	10
	B. Very accurate	35	26
	C. Reasonably accurate	34	40
	D. Not very accurate	16	21
	E. Not at all accurate	3	3

Table 13, cont.

Counselor Survey Results

Area 3: School Staff Support of Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
6	Teachers support goals related to the SEOP process.		
	A. Extremely accurate	18	13
	B. Very accurate	46	39
	C. Reasonably accurate	28	35
	D. Not very accurate	7	13
	E. Not at all accurate	1	1
	Items 14-16. The School Administration:		
14	Creates and supports school goals related to the SEOP process.		
	A. Extremely accurate	42	38
	B. Very accurate	39	34
	C. Reasonably accurate	14	19
	D. Not very accurate	4	8
	E. Not at all accurate	1	1
15	Organizes special faculty meetings on the SEOP process.		
	A. Extremely accurate	15	15
	B. Very accurate	17	12
	C. Reasonably accurate	32	26
	D. Not very accurate	22	34
	E. Not at all accurate	14	12
16	Participates in an active role in the SEOP process.		
	A. Extremely accurate	18	21
	B. Very accurate	26	22
	C. Reasonably accurate	30	28
	D. Not very accurate	17	24
	E. Not at all accurate	10	5

Table 13, cont.

Counselor Survey Results

Area 4: Counselor Job Satisfaction

Area Percent Positive: Grade 8=93%, Grade 11=94%

Original Item Form Number	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 91-96. How satisfied are you with the following aspects of your job?		
91	The feeling of worthwhile accomplishment		
	A. Extremely satisfied	29	33
	B. Very satisfied	44	40
	C. Somewhat satisfied	23	23
	D. Not very satisfied	4	4
	E. Not at all satisfied	0	1
92	The opportunity for personal growth and development		
	A. Extremely satisfied	25	31
	B. Very satisfied	47	41
	C. Somewhat satisfied	21	21
	D. Not very satisfied	7	6
	E. Not at all satisfied	1	0
93	The opportunity to help other people		
	A. Extremely satisfied	47	47
	B. Very satisfied	43	40
	C. Somewhat satisfied	9	12
	D. Not very satisfied	1	1
	E. Not at all satisfied	0	0
94	The opportunity to decide how I will carry out my job		
	A. Extremely satisfied	30	24
	B. Very satisfied	39	42
	C. Somewhat satisfied	21	23
	D. Not very satisfied	9	5
	E. Not at all satisfied	1	5

Table 13, cont.

Counselor Survey Results
Area 4: Counselor Job Satisfaction

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 91-96. How satisfied are you with the following aspects of your job?		
95	The feeling of security in my job		
	A. Extremely satisfied	32	32
	B. Very satisfied	43	47
	C. Somewhat satisfied	15	16
	D. Not very satisfied	8	3
	E. Not at all satisfied	3	0
96	The feeling of self-esteem from my job		
	A. Extremely satisfied	23	30
	B. Very satisfied	51	43
	C. Somewhat satisfied	19	19
	D. Not very satisfied	5	6
	E. Not at all satisfied	2	2

Table 13, cont.

Counselor Survey Results
Area 5: Degree to which Guidance Program
Meets Expected Standards

Area Percent Positive: Grade 8=99%, Grade 11=98%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
17	The guidance program at this school fits the definition provided by the Utah Comprehensive Guidance Program Model.		
	A. Extremely accurate	62	57
	B. Very accurate	30	31
	C. Reasonably accurate	7	10
	D. Not very accurate	0	2
	E. Not at all accurate	0	0
19	Individual planning meetings (SEOPs) are conducted according to school and district expectations.		
	A. Extremely accurate	81	71
	B. Very accurate	16	24
	C. Reasonably accurate	3	4
	D. Not very accurate	0	0
	E. Not at all accurate	0	0
37	All counselors in our school have acquired the skills needed to implement a highly successful Comprehensive Guidance Program.		
	A. Extremely accurate	70	64
	B. Very accurate	23	27
	C. Reasonably accurate	6	6
	D. Not very accurate	1	2
	E. Not at all accurate	0	0
38	Counselors and teachers who act as advisors are aware of trends in the SEOP goals and interests of students.		
	A. Extremely accurate	46	38
	B. Very accurate	38	44
	C. Reasonably accurate	13	15
	D. Not very accurate	3	3
	E. Not at all accurate	0	0

Table 13, cont.

Counselor Survey Results
Area 6: Quality and Availability
of Instructional Resources for Guidance

Area Percent Positive: Grade 8=94%, Grade 11=97%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 30-32. Resources (e.g., videos, computer software, print material) used to introduce students to career choices:		
30	Are readily available.		
	A. Extremely accurate	31	35
	B. Very accurate	34	38
	C. Reasonably accurate	29	23
	D. Not very accurate	4	3
	E. Not at all accurate	2	0
31	Cover a wide range of career choices.		
	A. Extremely accurate	38	37
	B. Very accurate	34	38
	C. Reasonably accurate	23	21
	D. Not very accurate	4	3
	E. Not at all accurate	1	0
32	Are of a high quality and provide up-to-date information.		
	A. Extremely accurate	27	33
	B. Very accurate	41	39
	C. Reasonably accurate	25	25
	D. Not very accurate	6	2
	E. Not at all accurate	1	0

Table 13, cont.

Counselor Survey Results

Area 7: Availability of Guidance Resources Outside the School

Area Percent Positive: Grade 8=81%, Grade 11=78%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
25	Career fairs, job shadowing, guest speakers, etc., are of high quality and provide up-to-date, hands-on information to students.		
	A. Extremely accurate	39	38
	B. Very accurate	30	32
	C. Reasonably accurate	23	19
	D. Not very accurate	5	9
	E. Not at all accurate	3	2
29	Guest speakers from diverse demographic backgrounds are invited to make presentations to all students.		
	A. Extremely accurate	19	18
	B. Very accurate	32	30
	C. Reasonably accurate	27	27
	D. Not very accurate	16	19
	E. Not at all accurate	7	5
	Items 72-78. The following career exploration programs are offered:		
73	Job shadowing (one-day or part-day activity)		
	A. Yes	53	65
	B. No	48	35
76	Career days or career fairs		
	A. Yes	87	80
	B. No	13	20
77	Career-related field trips		
	A. Yes	80	78
	B. No	20	22
78	Guest speakers from local businesses and service organizations		
	A. Yes	88	85
	B. No	12	15

Table 13, cont.

Counselor Survey Results

Area 8: Community Career Exploration Resources

Area Percent Positive: Grade 8=33%, Grade 11=81%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 72-78. The following career exploration programs are offered:		
72	Post-high school orientation program		
	A. Yes	56	84
	B. No	44	16
74	Registered apprenticeships		
	A. Yes	17	63
	B. No	83	37
75	Internships and cooperative work experiences		
	A. Yes	28	96
	B. No	72	4

Table 13, cont.

Counselor Survey Results
Area 9: Exposure of Students
to Work-Based Learning Opportunities

Area Percent Positive: Grade 8=89%, Grade 11=92%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
51	Students are exposed to a wide range of work-based learning opportunities as part of the SEOP process.		
	A. Extremely accurate	20	27
	B. Very accurate	29	39
	C. Reasonably accurate	31	23
	D. Not very accurate	17	11
	E. Not at all accurate	3	1
52	Students are introduced to work-based learning activities (e.g., registered apprenticeships, tech prep, academy programs, internships) that are related to their career goals.		
	A. Extremely accurate	20	34
	B. Very accurate	30	40
	C. Reasonably accurate	33	18
	D. Not very accurate	13	7
	E. Not at all accurate	4	1
53	Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference.		
	A. Extremely accurate	35	33
	B. Very accurate	46	44
	C. Reasonably accurate	17	18
	D. Not very accurate	2	4
	E. Not at all accurate	0	0
54	Students participate in work-based learning opportunities, such as Career Day, job shadowing, internships, Reality Town, etc.		
	A. Extremely accurate	51	38
	B. Very accurate	29	32
	C. Reasonably accurate	14	22
	D. Not very accurate	4	7
	E. Not at all accurate	2	1

Table 13, cont.

Counselor Survey Results
Area 10: Impact of Comprehensive Guidance
on Course-Taking

Area Percent Positive: Grade 8=80%, Grade 11=81%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 67-71. As a result of the Comprehensive Guidance Program:		
68	More students are taking <u>higher level</u> math, science, and writing classes.		
	A. Yes	76	81
	B. No	24	19
69	More students have developed post-secondary education or training plans.		
	A. Yes	88	90
	B. No	12	10
70	More students are taking Career and Technical Education (CTE) classes.		
	A. Yes	79	80
	B. No	21	20
71	More students are pursuing courses of study that exceed the ACT core recommendations for graduation (please refer to your ACT "High School Profile Report").		
	A. Yes	77	70
	B. No	23	30

Table 13, cont.

Counselor Survey Results
Area 11: School Time and Resources
Devoted to Guidance Activities

Area Percent Positive: Grade 8=84%, Grade 11=79%

Original Item Form Number	Item	Percent Choosing Each Option	
		Middle School	High School
33	Sufficient time and personnel are set aside to meet the requirements of the SEOP process.		
	A. Extremely accurate	46	44
	B. Very accurate	33	29
	C. Reasonably accurate	16	17
	D. Not very accurate	5	8
	E. Not at all accurate	0	3
34	The Comprehensive Guidance Program is on equal standing with other educational programs in this school.		
	A. Extremely accurate	40	37
	B. Very accurate	33	26
	C. Reasonably accurate	20	22
	D. Not very accurate	7	11
	E. Not at all accurate	1	4
35	In our school, the time needed to manage the SEOP process does not infringe on the responsive services provided.		
	A. Extremely accurate	24	17
	B. Very accurate	31	26
	C. Reasonably accurate	25	29
	D. Not very accurate	13	17
	E. Not at all accurate	7	12
36	This school's guidance program has sufficient resources, e.g., staff, budget, facilities, technology.		
	A. Extremely accurate	17	18
	B. Very accurate	26	26
	C. Reasonably accurate	28	26
	D. Not very accurate	21	19
	E. Not at all accurate	8	10

Table 13, cont.

Counselor Survey Results

Area 12: Involvement of Parents in Guidance Activities

Area Percent Positive: Grade 8=93%, Grade 11=93%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
9	Information about the SEOP process is presented to parents at school meetings (e.g., PTA, Orientation, Back-to-School Night).		
	A. Extremely accurate	27	38
	B. Very accurate	33	29
	C. Reasonably accurate	23	17
	D. Not very accurate	13	12
	E. Not at all accurate	4	4
10	The school actively schedules SEOP conferences with parents, making phone calls and scheduling night time conferences when necessary.		
	A. Extremely accurate	76	53
	B. Very accurate	18	32
	C. Reasonably accurate	4	11
	D. Not very accurate	2	3
	E. Not at all accurate	0	0
11	Parents and students are informed about career exploration activities and programs in a variety of ways (e.g., school marquees, letters mailed directly to parents, telephone calling networks).		
	A. Extremely accurate	45	43
	B. Very accurate	32	30
	C. Reasonably accurate	16	21
	D. Not very accurate	5	6
	E. Not at all accurate	1	0

Table 13, cont.

Counselor Survey Results
Area 12: Involvement of Parents in Guidance Activities

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
12	Special efforts are made to contact the parents of students at risk of dropping out of school to encourage those parents to attend SEOP conferences.		
	A. Extremely accurate	45	42
	B. Very accurate	30	35
	C. Reasonably accurate	16	17
	D. Not very accurate	10	5
	E. Not at all accurate	0	2
13	Parents are supportive of the SEOP process.		
	A. Extremely accurate	36	28
	B. Very accurate	40	45
	C. Reasonably accurate	23	25
	D. Not very accurate	2	2
	E. Not at all accurate	0	0

Table 13, cont.

Counselor Survey Results
Area 13: Facilitation of Involvement
of Special Student Groups in Guidance

Area Percent Positive: Grade 8=92%, Grade 11=92%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
45	Appropriate accommodations (e.g., translators) are made for special-population students when they take interest inventories and aptitude tests.		
	A. Extremely accurate	29	24
	B. Very accurate	33	32
	C. Reasonably accurate	23	29
	D. Not very accurate	11	13
	E. Not at all accurate	4	3
46	Students at risk of dropping out of school are identified in a proactive manner and given additional support in the SEOP process.		
	A. Extremely accurate	31	31
	B. Very accurate	43	40
	C. Reasonably accurate	19	21
	D. Not very accurate	5	6
	E. Not at all accurate	3	1
47	Special-population students are included in career exploration activities relevant to their abilities and goals.		
	A. Extremely accurate	42	33
	B. Very accurate	42	42
	C. Reasonably accurate	13	23
	D. Not very accurate	2	3
	E. Not at all accurate	0	0

Table 13, cont.

Counselor Survey Results

Area 14: Extent of Student Academic and Career Planning

Area Percent Positive: Grade 8=80%, Grade 11=76%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
88	Considering ALL students at your school, what percentage have developed a written plan (beyond a simple class schedule) for school/career success through the individual planning process (SEOP)?		
	A. 95-100%	37	24
	B. 90-94%	26	23
	C. 80-89%	14	26
	D. 70-79%	10	11
	E. Less than 70%	13	16
89	What percentage of students pursue a high school schedule that is consistent with their career goals and prepares them for post high school training and/or a job?		
	A. 95-100%	17	11
	B. 90-94%	37	35
	C. 80-89%	31	33
	D. 70-79%	9	13
	E. Less than 70%	7	8

Table 13, cont.

Counselor Survey Results

Area 15: Counselor Use of Time

Area Percent Positive: Grade 8=64%, Grade 11=52%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 82-87. Over the past several years:		
86	The amount of counselor time devoted to working directly with students has...		
	A. Increased dramatically	8	8
	B. Increased steadily	35	32
	C. Increased slightly	32	21
	D. Remained the same	18	28
	E. Decreased	8	11
87	The amount of time dedicated to responsive services has...		
	A. Increased dramatically	5	4
	B. Increased steadily	25	23
	C. Increased slightly	25	17
	D. Remained the same	28	34
	E. Decreased	17	23

Table 13, cont.

Counselor Survey Results Area 16: Guidance Curriculum

Area Percent Positive: Grade 8=91%, Grade 11=88%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
48	Most teachers include career guidance activities as part of their curriculum.		
	A. Extremely accurate	10	10
	B. Very accurate	29	31
	C. Reasonably accurate	49	44
	D. Not very accurate	12	14
	E. Not at all accurate	1	1
49	Guidance curriculum activities provide orientation to SEOP conferences.		
	A. Extremely accurate	33	20
	B. Very accurate	38	39
	C. Reasonably accurate	23	31
	D. Not very accurate	6	8
	E. Not at all accurate	0	1

Table 13, cont.

Counselor Survey Results

Area 17: Long-Term Trends in the SEOP Process

Area Percent Positive: Grade 8=78%, Grade 11=75%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 82-87. Over the past several years:		
83	The level of coordination within our feeder system on the SEOP process has...		
	A. Increased dramatically	5	7
	B. Increased steadily	51	42
	C. Increased slightly	27	28
	D. Remained the same	17	22
	E. Decreased	1	1
84	Student interest in the SEOP process has...		
	A. Increased dramatically	7	8
	B. Increased steadily	45	38
	C. Increased slightly	27	31
	D. Remained the same	20	22
	E. Decreased	1	2
85	The percentage of parents involved in the SEOP process has...		
	A. Increased dramatically	7	7
	B. Increased steadily	42	35
	C. Increased slightly	23	28
	D. Remained the same	23	23
	E. Decreased	5	6

Table 13, cont.

Counselor Survey Results

Area 18: Impact of the SEOP Process on the Curriculum

Area Percent Positive: Grade 8=78%, Grade 11=85%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
39	Course offerings change in response to trends in students' SEOP goals.		
	A. Extremely accurate	20	26
	B. Very accurate	28	34
	C. Reasonably accurate	29	26
	D. Not very accurate	20	9
	E. Not at all accurate	4	5
40	Counselors receive and use information about the SEOP goals and interests of students entering their school (e.g., the freshman class, in-state transfer students).		
	A. Extremely accurate	22	24
	B. Very accurate	30	33
	C. Reasonably accurate	25	27
	D. Not very accurate	17	14
	E. Not at all accurate	6	2

Table 13, cont.

Counselor Survey Results
Area 19: Counselor-Rated State Support
of Comprehensive Guidance

Area Percent Positive: Grade 8=89%, Grade 11=89%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 61-62. Rate the extent of STATE-LEVEL SUPPORT in the following areas:		
61	Overall leadership for Comprehensive Guidance		
	A. Extensive support	26	30
	B. More than adequate support	45	40
	C. Adequate support	20	23
	D. Somewhat limited support	8	5
	E. Very limited support	1	3
62	Technical assistance for Comprehensive Guidance		
	A. Extensive support	16	22
	B. More than adequate support	36	35
	C. Adequate support	35	28
	D. Somewhat limited support	10	12
	E. Very limited support	3	3

Table 13, cont.

Counselor Survey Results

Area 20: Teacher Access to Student Career Plans

Area Percent Positive: Grade 8=84%, Grade 11=85%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
7	Teachers have access to the career goals of their students.		
	A. Extremely accurate	26	22
	B. Very accurate	29	29
	C. Reasonably accurate	25	32
	D. Not very accurate	15	12
	E. Not at all accurate	4	5
8	Teachers know about and have access to products which support the SEOP process (e.g., registration and goal setting forms, computer printouts, curriculum materials).		
	A. Extremely accurate	17	24
	B. Very accurate	42	32
	C. Reasonably accurate	27	30
	D. Not very accurate	11	12
	E. Not at all accurate	2	2

Table 13, cont.

Counselor Survey Results
Area 21: Outside Donations for Guidance

Area Percent Positive: Grade 8=57%, Grade 11=44%

Original Item Number in Form	Item	Percent Choosing Each Option	
		Middle School	High School
	Items 79-81. Community members help improve the SEOP process by:		
79	Donating money for career development activities and programs.		
	A. Yes	28	20
	B. No	72	80
80	Donating time to schools for career development activities.		
	A. Yes	86	69
	B. No	14	31

Student Outcomes and Attitudes Contrasted for High-Implementation and Matched Lower-Implementation Schools

Tables 14 through 22 report findings from an intensive investigation of the characteristics of students in Utah secondary schools implementing Comprehensive Guidance at a very high level, versus those for students in a matched set of schools implementing at lower levels. Most of these results deal with high-school students, since the ACT database was the primary source of information available for this study.

For each of high schools and middle schools, the nine highest-implementing schools were identified based on the counselor data. These were then matched school for school with lower-implementing high schools and middle schools. The matching was based on the percentage of students eligible for free lunch at the school and on school size. Accomplishing this matching means that differences between higher-implementation and lower-implementation schools cannot be explained by pre-existing differences in socioeconomic status or school size. This gives credence to the hypothesis that level of implementation of Comprehensive Guidance strategies was influential in accounting for any observed differences.

ACT Scores of Students in High-Implementation and Matched Lower-Implementation High Schools

Table 14 contrasts ACT scores from students in the nine high-implementation and matched lower-implementation high schools. The differences described in Table 14 are striking and consistently in favor of the high-implementation group of high schools. In every instance, mean differences are significant beyond the .01 level. High-

implementation high schools also performed substantially better than the total state and the nation.

Table 15 contrasts these same sets of ACT scores from high-implementation and matched lower-implementation high schools to ACT's "College Readiness Benchmark" scores. The College Readiness Benchmark scores were created by ACT through a statistical analysis of their national database and represent a prediction of the minimum score needed for a 50% chance of a specific student obtaining a B or better in a closely-linked college course. For the ACT score areas of English and reading, the performance of the Utah students in high-implementation Comprehensive Guidance high schools clearly exceeds the ACT benchmark scores. This is not the case for science, where the students in high-implementation schools fall almost two points short of the ACT benchmark. In mathematics, students in the high-implementation schools approach all the benchmarks.

Performance on the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED)

The ACT tends to measure higher-level achievement of high-school students and is taken by about 70% of Utah high-school students. The ITBS and ITED are more focused on basic academic skills, and are taken by virtually all eighth and eleventh graders. Table 16 shows that eighth graders in high-implementation middle schools outperformed their peers in matched lower-implementation middle schools. The significance of the difference between means based on school-level data is a conservative estimate, based on the only type of analysis possible here; the difference between national percentile ranks reflects a better picture of the magnitude of the difference. Table 17

shows this same pattern of results for students at grade eleven. Again there was a substantial difference between high-implementation and matched lower-implementation high schools, with the paired national percentile rank scores better reflecting the magnitude of the difference.

Course-Taking Patterns

Tables 18 through 22 profile course-taking patterns of students in high-implementation and matched lower-implementation high schools based on information from the ACT Student Profile section.

Table 18 contrasts the number of half credits taken by students in high-implementation versus low-implementation high schools. While the differences tend not to be profound, all, except on mathematics, are highly statistically significant. The largest differences, favoring the higher-implementation schools, are for social studies and vocational/occupational courses.

Table 19 profiles the percentages of students taking ACT's rigorous (core) high school course of study in the high-implementation and lower-implementation high schools. Again, the differences are not huge, but they systematically favor students in the high-implementation Comprehensive Guidance high schools.

Table 20 profiles the percentages of students in high-implementation schools versus lower-implementation schools who took a specific program of study. The patterns for the two classes of schools are relatively similar, but it is clear that substantially fewer students in the high-implementation schools characterized their program of study as "general".

Table 21 profiles the percentages of students in the two categories of high schools who took specific courses. Interestingly, the percentages are relatively close, with the exception of trigonometry; over 51% of students in high-implementation high schools took trigonometry courses compared to just over 33% in the matched lower-implementation schools.

Table 22 highlights the level of certainty concerning college-major and occupational choice for the two categories of high schools. Differences for both of these items are slight, with students typically most often marking “fairly sure” concerning either certainty about college major or occupational choice.

Table 14

**Average ACT Scores of Utah Students
in High Schools
with High Comprehensive Guidance Implementation
versus those in Matched¹ Lower-Implementation High Schools**

2006

ACT Score Area	High-Implementation High Schools (n=1,903)	Matched Lower-Implementation High Schools (n=2,036)	t-test for Mean Difference	Total State (n=21,561)	Nation (n=1,206,455)
English	22.1	21.4	3.7**	21.2	20.6
Mathematics	21.8	21.1	5.0**	21.0	20.8
Reading	23.1	22.5	3.4**	22.4	21.4
Science	22.2	21.6	3.8**	21.6	20.9
Composite	22.4	21.8	4.4**	21.7	21.1

¹ Nine high-implementation high schools were matched with nine lower-implementation high schools on percentage of students receiving free lunch and school size.

** p<.01 (All differences are significant beyond the .01 level in favor of the high Comprehensive Guidance implementation schools.)

Table 15

**Average ACT Scores of Students
in High-Implementation High Schools
and Lower-Implementation High Schools
Compared to ACT “College Readiness Benchmark” Scores¹**

2006

ACT Score Area	High-Implementation High Schools	Matched Lower-Implementation High Schools	ACT “College Readiness Benchmark” Scores
English	22.1	21.4	18
Mathematics	21.8	21.1	22
Reading	23.1	22.5	21
Science	22.2	21.6	24

¹ ACT’s statistical prediction for minimum score needed for a 50% chance of obtaining a “B” or better in closely linked college course areas.

Table 16

**Average Iowa Tests of Basic Skills (ITBS) Scores
for Students in High-Implementation Middle Schools
versus Matched Lower-Implementation Middle Schools
Grade 8**

2005

Score	High- Implementation Middle Schools (9 Schools)	Lower- Implementation Middle Schools (9 Schools)	<i>t</i>-test for Difference between Means
Composite Standard Score	257.3	253.6	1.8*
National Percentile Rank	64 th	61 st	

* $p < .10$ (Difference is significant beyond the .10 level in favor of the high-implementation schools.)

Table 17

Average
Iowa Tests of Educational Development (ITED) Scores
for Students in High-Implementation High Schools
versus Matched Lower-Implementation High Schools
Grade 11

2005

Score	High-Implementation High Schools (9 Schools)	Matched Lower-Implementation High Schools (9 Schools)	<i>t</i>-test for Difference Between Means
Composite Standard Score	288.0	281.0	1.7*
National Percentile Rank	66 th	60 th	

* $p < .10$ (Difference is significant beyond the .10 level in favor of high-implementation schools.)

Table 18

**Average Number of Half Credits
in Specific Course Areas Taken by Students
in High-Implementation High Schools
and Matched Lower-Implementation High Schools**

2006

Course Area	High-Implementation High Schools (n=1,486)	Matched Lower-Implementation High Schools (n=1,593)	t-test for Difference between Means
English	7.8	7.7	3.6**
Mathematics	6.9	6.9	0.1
Social Studies	7.0	6.6	8.7**
Natural Sciences	6.2	6.0	4.1**
Business/Commercial	2.3	2.1	3.2**
Vocational/Occupational	3.4	2.9	4.7**

** $p < .01$ (All differences except for mathematics are significant beyond the .01 level in favor of the high-implementation high schools.)

Table 19

**Percentage of Students in High-Implementation
versus Lower-Implementation High Schools
Taking ACT's Rigorous (Core) High School Course of Study**

2006

Group	High-Implementation High Schools (n=1632)	Matched Lower-Implementation High Schools (n=1769)	Significance of Difference
Percentage <u>taking</u> rigorous course of study	56%	54%	p = .13
Percentage <u>not</u> <u>taking</u> rigorous course of study	44%	46%	

Table 20

**Percentage of Students in High-Implementation
versus Lower-Implementation High Schools
Taking Specific Types of Courses**

Types of Courses	High-Implementation High Schools (n=1,476)	Matched Lower-Implementation High Schools (n=1,584)	Significance of Difference between Percentages Taking “General” Program of Studies
Business or Commercial	4%	3%	
Vocational/Occupational	11%	10%	
College Preparatory	47%	45%	
General	38%	42%	$p < .05^1$

¹ Significantly fewer students in the High-Implementation schools took a “general” program.

Table 21

**Percentage of Students in High-Implementation
versus Matched Lower-Implementation High Schools
Who Had Taken or Will Take Specific Courses**

2006

Course	High-Implementation High Schools (n=1,903)	Matched Lower- Implementation High Schools (n=2,036)
Grade 11 English	99.8%	99.9%
Grade 12 English	97.6%	94.3%
Speech	23.8%	28.0%
Algebra I	98.6%	98.6%
Algebra II	95.4%	95.5%
Geometry	98.7%	98.6%
Trigonometry	51.5%	33.5%
Beginning Calculus	47.2%	46.9%
Other Advanced Math	64.9%	69.3%
Biology	96.7%	97.0%
Chemistry	73.9%	73.8%
Physics	57.0%	61.4%
World History	95.4%	89.8%
American Government	93.1%	93.8%
Psychology	52.2%	56.5%
Spanish	67.9%	61.6%
French	26.5%	29.3%
German	15.5%	20.6%
Art	74.2%	77.0%
Music	70.5%	69.2%
Drama	37.3%	32.2%

Table 22

**Percentage of Students in High-Implementation
versus Matched Lower-Implementation High Schools
Expressing Various Levels of Certainty
about College Major and Occupational Choices**

2006

Level of Certainty about <u>College Major</u>	High-Implementation High Schools (n=1,635)	Matched Lower-Implementation High Schools (n=1,741)
Very Sure	24.6%	26.9%
Fairly Sure	39.4%	38.0%
Not Sure	35.9%	35.1%
Level of Certainty about <u>Occupational Choice</u>	High-Implementation High Schools (n=1,607)	Matched Lower-Implementation High Schools (n=1,722)
Very Sure	21.6%	24.4%
Fairly Sure	40.3%	37.6%
Not Sure	38.1%	38.0%

Comparisons between the 1997 Evaluation and the Current Study

As described earlier, a wide-ranging evaluation of the status of Comprehensive Guidance in the early stages of its implementation was conducted by IBRIC in 1997. In the 1997 study, each middle school and high school that had qualified to receive Comprehensive Guidance funding (as of October 1997) was invited to participate. Surveys were built and administered to counselors, principals, and a random sample of teachers in each school. In 1997, 193 secondary schools were eligible for participation, and 176 responded, for a response rate of 91%.

Appendix A of the current report presents results based on responses to all items that were in common between the 1997 and 2006 studies for each of faculty, principals, and counselors. In all cases, results are presented separately for middle schools and high schools. Tables 23 through 25, which follow in this section of the report, present key items contrasting survey results on identical items for the two studies. The items selected for these tables highlight major areas of focus in the Comprehensive Guidance program but should be viewed only as illustrative. The interested reader should examine carefully all information contained in Appendix A for a complete understanding of item-response differences over time. Please note that all item numbers in Tables 23 through 25 and in Appendix Z are original item numbers from the 2006 study forms.

A cautionary note is appropriate here. The 1997 group of schools participating in Comprehensive Guidance were to one degree or another a more select group of “early adopting” schools. Thus, there is some reason to believe that the smaller group of schools studied in 1997 would have been more motivated to implement the program than

the entire population of Utah secondary schools, which is represented in the 2006 study. In essence, we are examining perceptions of the program at a rather early stage of implementation versus the more mature universal program that currently exists.

A Comparison of Results on Key Items from the Faculty Survey

The information presented in Table 23 contrasts results from the 1997 evaluation based on teacher responses with those from the current study in several important areas. All item numbers in Tables 23 through 25 are the original form item numbers from the 2006 study. Item 4 in Table 23 suggests a diminished emphasis on inservice training of teachers for the SEOP process after the 9-year period under consideration. In 1997, over 60% of teachers (59% at middle school and 66% at high school) indicated SEOP training was regularly provided. This is contrasted with under 50% as of 2006. Results from item 13 show that teachers continue to support school goals related to the SEOP process; there is some indication that the amount of emphasis here is lower today than it was in 1997.

Item 14 deals with the perceived adequacy of the career center on the part of faculty. With Item 16 there is a slightly different emphasis; teachers were asked whether or not the career center was highly accessible and available to students and teachers. Both items show teachers, as of 2006, not as positive about the adequacy and accessibility of career centers in their schools.

A Comparison of Key Item Results from the Principal Form

Item 3 in Table 24 shows that principals are generally in agreement that an SEOP policy statement based on district policy has been created at their school. Only small

percentages of principals find this statement to be not accurate, regardless of the level or year of the study. Item 5 depicts a similar picture when principals were asked to describe the accuracy of a statement concerning all students developing a formalized four- or five-year SEOP. Across time, well over 90% of principals indicated that this was the case.

Item 31 asked principals to describe the adequacy of their career center for introducing students to a wide range of career choices. These results are generally rather stable over time, with large percentages of principals agreeing that the career center has this impact, especially in the high schools. Item 32 assessed principal agreement with the statement, "Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference." Positive endorsement of this statement slipped slightly between 1997 and 2006.

Item 36 was a summary evaluative item asking principals their opinion concerning whether or not, as a result of the Comprehensive Guidance program, more students were taking higher-level math, science, and writing classes. Principals at middle schools were somewhat more inclined to indicate this was true in 2006 than was the case in 1997.

A Comparison of Key Items from the Counselor Form

Item 28 in Table 25 asked counselors to assess the degree to which students frequently use the career center before, during, and after school. Averages for this item for both middle schools and high schools show these results are stable between 1997 and 2006. Counselors believe high-school students are much more likely to take advantage of the career center than are middle-school students. Item 37 asked whether or not all

counselors in each school had acquired the skills needed to implement a highly successful Comprehensive Guidance program. Higher percentages of middle-school counselors found this statement to be accurate in 2006 than was true in 1997. Results at the high-school level were very similar between the two years.

Items 67-71 asked counselors about a variety of potential outcomes upon which the Comprehensive Guidance program is focused. Most of these items show moderate if not substantial improvement between 1997 and 2006. At the middle-school level, where only Item 67 shows a slight decline. At the high-school level, apparently more students are pursuing a more rigorous course of study. Across time and levels, about 70-90% of counselors agree that students are building schedules based on individual career goals; taking higher-level math, science, and writing classes; developing post-secondary education or training plans; taking more career and technical education classes; and pursuing a rigorous course of study.

A Comparison of Students Describing their Program as “General”

Both the 1997 evaluation and the 2006 evaluations used a variety of ACT data to assess the impact of the level of Comprehensive Guidance program implementation. A particularly important piece of this aspect of each evaluation relates to how students describe their own programs of study. Table 26 profiles results from 1997 and 2006. This table shows that much higher percentages of high-school students in 1997 described their programs of study as “general”. For 2006, there was significant improvement, with

far fewer students describing their courses in this way. In both years, the high-implementing schools did better than matched lower-implementing schools.

Table 23

Comparing 1997 and 2006 Faculty Survey Results on Key Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
4	Inservice or training on the SEOP process is provided for all teachers . (How accurate is this statement?)				
	A. Extremely accurate	20	8	22	7
	B. Very accurate	23	11	20	13
	C. Reasonably accurate	16	24	24	27
	D. Not very accurate	20	34	20	33
	E. Not at all accurate	22	23	14	21
	Means	3.0	2.5	3.2	2.5
13	Teachers support school goals related to the SEOP process.				
	A. Extremely accurate	21	10	18	7
	B. Very accurate	39	21	41	20
	C. Reasonably accurate	34	41	34	47
	D. Not very accurate	6	19	6	18
	E. Not at all accurate	1	9	1	8
	Means	3.7	3.1	3.7	3.0
14	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.				
	A. Extremely accurate	28	13	47	23
	B. Very accurate	17	18	28	28
	C. Reasonably accurate	21	30	17	33
	D. Not very accurate	18	24	7	12
	E. Not at all accurate	16	15	2	4
	Means	3.2	2.9	4.1	3.6

Table 23, cont.

Comparing 1997 and 2006 Faculty Survey Results on Key Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
16	The career center at my school is highly accessible and available to students and teachers.				
	A. Extremely accurate	24	13	50	21
	B. Very accurate	16	15	23	29
	C. Reasonably accurate	20	27	18	32
	D. Not very accurate	20	23	6	12
	E. Not at all accurate	20	21	3	6
	Means	3.0	2.8	4.1	3.5

Table 24

Comparing 1997 and 2006 Principal Survey Results on Key Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
3	An SEOP policy statement, based on district policy, has been created at my school.				
	A. Extremely accurate	61	47	72	45
	B. Very accurate	24	28	20	28
	C. Reasonably accurate	9	17	5	18
	D. Not very accurate	2	6	4	7
	E. Not at all accurate	3	2	0	2
	Means	4.4	4.1	4.6	4.1
5	All students develop a formalized four-or-five-year SEOP.				
	A. Extremely accurate	71	59	59	52
	B. Very accurate	19	29	31	30
	C. Reasonably accurate	10	8	9	16
	D. Not very accurate	0	3	1	2
	E. Not at all accurate	0	0	0	1
	Means	4.6	4.4	4.5	4.3
31	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.				
	A. Extremely accurate	31	22	56	41
	B. Very accurate	20	25	24	29
	C. Reasonably accurate	24	36	13	21
	D. Not very accurate	21	11	4	7
	E. Not at all accurate	5	7	4	2
	Means	3.5	3.5	4.3	4.0

Table 24, cont.

Comparing Key Items of 1997 Results from Principal Form with 2006 Results on Identical Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
32	Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference.				
	A. Extremely accurate	60	31	60	38
	B. Very accurate	28	43	34	40
	C. Reasonably accurate	11	21	5	19
	D. Not very accurate	0	4	1	4
	E. Not at all accurate	0	0	0	0
	Means	4.5	4.0	4.5	4.1
Items 36-37. As a result of the Comprehensive Guidance Program:					
36	More students are taking <u>higher level</u> math, science, and writing classes.				
	A. Extremely accurate	7	14	20	17
	B. Very accurate	27	42	34	42
	C. Reasonably accurate	45	29	34	30
	D. Not very accurate	15	13	10	10
	E. Not at all accurate	5	2	2	1
	Means	3.2	3.5	3.6	3.6

Table 25

Comparing 1997 and 2006 Counselor Survey Results on Key Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
28	Students frequently use the career center before, during, and after school (outside of regular classes).				
	A. Extremely accurate	6	5	20	16
	B. Very accurate	16	11	21	26
	C. Reasonably accurate	17	19	29	33
	D. Not very accurate	24	37	21	18
	E. Not at all accurate	37	27	8	8
	Means	2.3	2.3	3.2	3.2
37	All counselors in our school have acquired the skills needed to implement a highly successful Comprehensive Guidance Program.				
	A. Extremely accurate	66	70	67	64
	B. Very accurate	23	23	27	27
	C. Reasonably accurate	11	6	6	6
	D. Not very accurate	0	1	0	2
	E. Not at all accurate	0	0	0	0
	Means	4.5	4.6	4.6	4.5
Items 67-71. As a result of the Comprehensive Guidance Program:					
67	More students have <u>built schedules</u> based on their individual career goals.				
	A. Yes	80	77	95	87
	B. No	20	23	5	13
68	More students are taking <u>higher level</u> math, science, and writing classes.				
	A. Yes	69	76	83	81
	B. No	31	24	17	19

Table 25, cont.

Comparing 1997 and 2006 Counselor Survey Results on Key Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
	Items 67-71. As a result of the Comprehensive Guidance Program:				
69	More students have developed post-secondary education or training plans.				
	A. Yes	83	88	94	90
	B. No	17	12	6	10
70	More students are taking Career and Technical Education (CTE) classes.				
	A. Yes	71	79	89	80
	B. No	29	21	11	20
71	More students are pursuing courses of study that exceed the ACT core recommendations for graduation (please refer to your ACT "High School Profile Report").				
	A. Yes	69	77	65	70
	B. No	31	23	35	30

Table 26

**A Comparison of the Percentage of Students
Describing their Programs of Study as “General”
in High-Implementation
and Matched Lower-Implementation High Schools
1997 and 2006**

Percentage of Students Describing their Program of Studies as “General” ¹	1997		2006	
	High- Implementation High Schools (n=1,477)	Matched Lower- Implementation High Schools (n=1,508)	High Implementation High Schools (n=1,476)	Matched Lower- Implementation High Schools (n=1,584)
	48%	55%	38%	42%

¹ Based on the ACT Student Profile Section

Conclusions and Recommendations

The following conclusions and recommendations are based on an analysis of all information collected for this study including survey data, test data, interview information, and open-ended comments from participants.

1. In the nine years between major evaluations of Utah's Comprehensive Guidance program, clear progress is evident in extending Comprehensive Guidance philosophies and techniques to essentially all Utah secondary schools.
2. There is general agreement among all sources of information in this evaluation that Comprehensive Guidance and the SEOP process have facilitated better student academic and career planning through a coordinated effort involving students, parents, teachers, administrators, and counselors.
3. The Comprehensive Guidance program makes it possible to extend meaningful guidance activities to all students, not just students at risk.
4. The Comprehensive Guidance/SEOP process has created a meaningful vehicle to foster parent involvement in all aspects of secondary school education.
5. Comprehensive Guidance has fostered more targeted course selection for students and has resulted in more students taking a greater number of higher-level English, science, math, and technology-oriented courses.
6. The percentage of students who describe their own program of study as "general" has fallen precipitously in the nine years between evaluations. This is a highly desirable outcome and is certainly linked to higher implementation of Comprehensive Guidance strategies.
7. The current study again shows that it is critical for educators to encourage students to take a rigorous set of courses with a specific educational/career focus.
8. Students in high-implementing Comprehensive Guidance schools achieve higher levels of academic achievement and make better decisions about education and career planning than do students in matched lower-implementing schools. The importance of this finding cannot be overstressed. Even more powerful is the fact that this same pattern of results was evident in both the 1997 Utah evaluation and the most recent study reported here.

9. The amount of time and paperwork required to successfully complete the SEOP process is taxing on counselors. Streamlined approaches to accomplishing meaningful SEOP conferences need to continue to be identified and piloted.
10. The Comprehensive Guidance process is handicapped by the enormous ratio of students to counselors in Utah's large urban and suburban school districts.
11. The level of involvement of teachers in the Comprehensive Guidance process is clearly not satisfactory. A great majority of teachers surveyed in this study did not see academic and career guidance as part of their role. A meaningful step in correcting this problem could be as simple as teachers thinking about and teaching specifically the career relevance of subject matter. Teaching a set of academic concepts in isolation from real-world applications shortchanges students. The Utah State Core Curriculum already has taken a proactive position on this issue and districts, administrators, and teachers should address this problem seriously.
12. There is a strong need for continuing leadership from the State Office of Education and school districts in promoting the Comprehensive Guidance philosophy and strategies at the school level. USOE and local districts should take the lead in identifying and piloting innovative strategies in guidance and provide a strong accountability climate where all schools are expected to meet high standards in the area of guidance.
13. In line with the need for strong leadership on the part of USOE and school districts is the concern that the Comprehensive Guidance philosophy will lose impact due to the variety of competing demands on schools, administrators, counselors, and teachers. (No Child Left Behind is a good example.) It is incumbent upon the legislature to see to it that this program has adequate discrete funding targeted on strategies that have been proven to make a highly meaningful positive difference for students. It is particularly critical that funding for Comprehensive Guidance does not remain stable while the student population increases rapidly.

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Appendix A

Comparison of 1997 and 2006 Survey Results on Identical Items

Table 27. Faculty
Table 28. Principals
Table 29. Counselors

Table 27

Comparison of 1997 and 2006 Faculty Survey Results on Identical Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
3	I am involved as an advisor or instructor in the SEOP process.				
	A. Yes	47	27	50	32
	B. No	52	73	50	68
4	Inservice or training on the SEOP process is provided for all teachers . (How accurate is this statement?)				
	A. Extremely accurate	20	8	22	7
	B. Very accurate	23	11	20	13
	C. Reasonably accurate	16	24	24	27
	D. Not very accurate	20	34	20	33
	E. Not at all accurate	22	23	14	21
	Means	3.0	2.5	3.2	2.5
6	Teachers are given sufficient time to carry out assigned SEOP duties.				
	A. Extremely accurate	21	12	17	9
	B. Very accurate	25	16	31	14
	C. Reasonably accurate	32	33	30	31
	D. Not very accurate	14	18	13	25
	E. Not at all accurate	8	21	9	21
	Means	3.4	2.8	3.3	2.7
8	Teachers have access to the SEOP goals of their students.				
	A. Extremely accurate	31	13	39	12
	B. Very accurate	23	16	23	18
	C. Reasonably accurate	22	29	23	28
	D. Not very accurate	16	23	9	24
	E. Not at all accurate	8	20	6	18
	Means	3.5	2.8	3.8	2.8

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
9	Teachers modify planned learning activities based on the SEOP goals of students in their classroom.				
	A. Extremely accurate	3	5	4	3
	B. Very accurate	13	7	10	6
	C. Reasonably accurate	26	23	33	25
	D. Not very accurate	37	36	36	41
	E. Not at all accurate	22	30	16	25
	Means	2.4	2.2	2.5	2.2
10	Students use their SEOP information or portfolios in my class.				
	A. Yes	28	19	34	19
	B. No	71	81	66	81
11	All students in my school select a career area as a part of the SEOP process.				
	A. Yes	76	66	81	61
	B. No	24	34	19	39
12	Students in my classes know which career area they have selected without having to look it up in their SEOP folder.				
	A. Extremely accurate	11	4	10	4
	B. Very accurate	25	13	30	13
	C. Reasonably accurate	39	43	45	46
	D. Not very accurate	16	27	11	27
	E. Not at all accurate	9	13	3	10
	Means	3.1	2.7	3.3	2.7
13	Teachers support school goals related to the SEOP process.				
	A. Extremely accurate	21	10	18	7
	B. Very accurate	39	21	41	20
	C. Reasonably accurate	34	41	34	47
	D. Not very accurate	6	19	6	18
	E. Not at all accurate	1	9	1	8
	Means	3.7	3.1	3.7	3.0

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
14	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.				
	A. Extremely accurate	28	13	47	23
	B. Very accurate	17	18	28	28
	C. Reasonably accurate	21	30	17	33
	D. Not very accurate	18	24	7	12
	E. Not at all accurate	16	15	2	4
	Means	3.2	2.9	4.1	3.6
16	The career center at my school is highly accessible and available to students and teachers.				
	A. Extremely accurate	24	13	50	21
	B. Very accurate	16	15	23	29
	C. Reasonably accurate	20	27	18	32
	D. Not very accurate	20	23	6	12
	E. Not at all accurate	20	21	3	6
	Means	3.0	2.8	4.1	3.5

Table 28

Comparison of 1997 and 2006 Principal Survey Results on Identical Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
2	A district policy exists that precisely outlines the SEOP process.				
	A. Extremely accurate	59	54	55	49
	B. Very accurate	19	30	26	29
	C. Reasonably accurate	14	12	12	16
	D. Not very accurate	7	3	5	6
	E. Not at all accurate	1	0	2	1
	Means	4.3	4.4	4.3	4.2
3	An SEOP policy statement, based on district policy, has been created at my school.				
	A. Extremely accurate	61	47	72	45
	B. Very accurate	24	28	20	28
	C. Reasonably accurate	9	17	5	18
	D. Not very accurate	2	6	4	7
	E. Not at all accurate	3	2	0	2
	Means	4.4	4.1	4.6	4.1
5	All students develop a formalized four-or-five-year SEOP.				
	A. Extremely accurate	71	59	59	52
	B. Very accurate	19	29	31	30
	C. Reasonably accurate	10	8	9	16
	D. Not very accurate	0	3	1	2
	E. Not at all accurate	0	0	0	1
	Means	4.6	4.4	4.5	4.3
6	Memos about SEOP activities are provided to all teachers.				
	A. Extremely accurate	60	47	59	37
	B. Very accurate	21	33	27	32
	C. Reasonably accurate	17	14	9	19
	D. Not very accurate	1	4	4	9
	E. Not at all accurate	0	1	1	3
	Means	4.4	4.2	4.4	3.9

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
7	Teachers receive inservice or training on the SEOP process.				
	A. Extremely accurate	45	26	50	22
	B. Very accurate	30	27	26	27
	C. Reasonably accurate	18	27	20	24
	D. Not very accurate	6	16	1	23
	E. Not at all accurate	1	3	2	4
	Means	4.1	3.6	4.2	3.4
8	In my school, teachers are trained to understand their SEOP role.				
	A. Extremely accurate	40	20	28	20
	B. Very accurate	34	33	47	26
	C. Reasonably accurate	18	31	22	33
	D. Not very accurate	6	14	1	17
	E. Not at all accurate	2	2	2	4
	Means	4.0	3.6	4.0	3.4
10	Information about the SEOP process is presented to parents at school meetings (e.g., PTA, Orientation, Back-to-School Night).				
	A. Extremely accurate	58	41	62	37
	B. Very accurate	24	35	26	38
	C. Reasonably accurate	16	16	9	20
	D. Not very accurate	2	7	2	2
	E. Not at all accurate	0	0	0	3
	Means	4.4	4.1	4.5	4.1
14	The district gives direction on the use of Comprehensive Guidance funds.				
	A. Extremely accurate	36	38	36	29
	B. Very accurate	36	38	38	41
	C. Reasonably accurate	22	19	19	26
	D. Not very accurate	6	5	4	5
	E. Not at all accurate	1	1	4	0
	Means	4.0	4.1	4.0	3.9

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
	Items 21-22. The district keeps me informed about:				
21	Resources available for the Comprehensive Guidance Program.				
	A. Extremely accurate	48	19	39	16
	B. Very accurate	26	37	32	34
	C. Reasonably accurate	20	26	20	30
	D. Not very accurate	3	13	9	16
	E. Not at all accurate	2	6	0	4
	Means	4.1	3.5	4.0	3.4
22	Budget requirements of the Comprehensive Guidance Program.				
	A. Extremely accurate	47	24	42	17
	B. Very accurate	28	33	30	29
	C. Reasonably accurate	16	24	13	29
	D. Not very accurate	6	14	5	20
	E. Not at all accurate	3	6	1	5
	Means	4.1	3.5	4.2	3.3
26	The SEOP process is coordinated (e.g., products are shared and jointly developed, activities are coordinated) with schools in our feeder system.				
	A. Extremely accurate	43	35	54	30
	B. Very accurate	27	34	29	39
	C. Reasonably accurate	15	22	12	19
	D. Not very accurate	12	7	5	9
	E. Not at all accurate	3	2	0	3
	Means	3.9	3.9	4.3	3.9
31	At my school, an adequate career center exists that helps introduce students to a wide range of career choices.				
	A. Extremely accurate	31	22	56	41
	B. Very accurate	20	25	24	29
	C. Reasonably accurate	24	36	13	21
	D. Not very accurate	21	11	4	7
	E. Not at all accurate	5	7	4	2
	Means	3.5	3.5	4.3	4.0

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
32	Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference.				
	A. Extremely accurate	60	31	60	38
	B. Very accurate	28	43	34	40
	C. Reasonably accurate	11	21	5	19
	D. Not very accurate	0	4	1	4
	E. Not at all accurate	0	0	0	0
	Means	4.5	4.0	4.5	4.1
Items 36-37. As a result of the Comprehensive Guidance Program:					
36	More students are taking <u>higher level</u> math, science, and writing classes.				
	A. Extremely accurate	7	14	20	17
	B. Very accurate	27	42	34	42
	C. Reasonably accurate	45	29	34	30
	D. Not very accurate	15	13	10	10
	E. Not at all accurate	5	2	2	1
	Means	3.2	3.5	3.6	3.6
Items 45-48. Over the past several years:					
45	Parent involvement in the SEOP process has...				
	A. Increased dramatically	40	17	34	10
	B. Increased steadily	53	44	54	37
	C. Increased slightly	5	20	9	29
	D. Remained the same	1	18	2	24
	E. Decreased	1	1	0	0
	Means	4.3	3.6	4.2	3.3
46	Teacher support of the SEOP process has...				
	A. Increased dramatically	10	11	9	5
	B. Increased steadily	68	39	68	34
	C. Increased slightly	13	24	15	31
	D. Remained the same	8	25	6	28
	E. Decreased	1	1	1	3
	Means	3.8	3.4	3.8	3.1

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle School		High School	
		1997	2006	1997	2006
47	The amount of time devoted to guidance activities has...				
	A. Increased dramatically	47	13	44	9
	B. Increased steadily	45	48	47	43
	C. Increased slightly	5	24	8	26
	D. Remained the same	3	12	1	18
	E. Decreased	0	4	0	4
	Means	4.4	3.6	4.3	3.4
48	The amount of counselor time and resources devoted to SEOP activities has...				
	A. Increased dramatically	69	25	60	17
	B. Increased steadily	25	41	33	45
	C. Increased slightly	5	19	4	23
	D. Remained the same	0	11	2	12
	E. Decreased	1	3	1	3
	Means	4.6	3.7	4.5	3.6

Table 29

Comparison of 1997 and 2006 Counselor Survey Results on Identical Items

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
4	All teachers receive inservice or training on the SEOP process.				
	A. Extremely accurate	41	19	37	15
	B. Very accurate	24	19	27	21
	C. Reasonably accurate	18	27	17	23
	D. Not very accurate	10	24	12	33
	E. Not at all accurate	7	11	7	7
	Means	3.8	3.1	3.8	3.0
5	Teachers understand their roles in the SEOP process.				
	A. Extremely accurate	17	12	26	10
	B. Very accurate	36	35	36	26
	C. Reasonably accurate	38	34	26	40
	D. Not very accurate	6	16	9	21
	E. Not at all accurate	4	3	3	3
	Means	3.5	3.4	3.7	3.2
7	Teachers have access to the career goals of their students.				
	A. Extremely accurate	46	26	51	22
	B. Very accurate	24	29	26	29
	C. Reasonably accurate	18	25	16	32
	D. Not very accurate	8	15	3	12
	E. Not at all accurate	4	4	3	5
	Means	4.0	3.6	4.2	3.5

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
8	Teachers know about and have access to products which support the SEOP process (e.g., registration and goal setting forms, computer printouts, curriculum materials).				
	A. Extremely accurate	37	17	40	24
	B. Very accurate	21	42	34	32
	C. Reasonably accurate	31	27	20	30
	D. Not very accurate	11	11	6	12
	E. Not at all accurate	0	2	1	2
	Means	3.8	3.6	4.1	3.7
9	Information about the SEOP process is presented to parents at school meetings (e.g., PTA, Orientation, Back-to-School Night).				
	A. Extremely accurate	48	27	45	38
	B. Very accurate	23	33	37	29
	C. Reasonably accurate	17	23	12	17
	D. Not very accurate	9	13	5	12
	E. Not at all accurate	3	4	1	4
	Means	4.0	3.7	4.2	3.9
10	The school actively schedules SEOP conferences with parents, making phone calls and scheduling night time conferences when necessary.				
	A. Extremely accurate	77	76	63	53
	B. Very accurate	16	18	27	32
	C. Reasonably accurate	7	4	7	11
	D. Not very accurate	1	2	3	3
	E. Not at all accurate	0	0	0	0
	Means	4.7	4.7	4.5	4.3

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
11	Parents and students are informed about career exploration activities and programs in a variety of ways (e.g., school marquee, letters mailed directly to parents, telephone calling networks).				
	A. Extremely accurate	35	45	34	43
	B. Very accurate	21	32	38	30
	C. Reasonably accurate	30	16	22	21
	D. Not very accurate	9	5	6	6
	E. Not at all accurate	4	1	0	0
	Means	3.7	4.2	4.0	4.1
12	Special efforts are made to contact the parents of students at risk of dropping out of school to encourage those parents to attend SEOP conferences.				
	A. Extremely accurate	36	45	44	42
	B. Very accurate	29	30	30	35
	C. Reasonably accurate	19	16	20	17
	D. Not very accurate	7	10	2	5
	E. Not at all accurate	9	0	3	2
	Means	3.8	4.1	4.1	4.1
13	Parents are supportive of the SEOP process.				
	A. Extremely accurate	51	36	47	28
	B. Very accurate	26	40	31	45
	C. Reasonably accurate	21	23	20	25
	D. Not very accurate	2	2	2	2
	E. Not at all accurate	0	0	0	0
	Means	4.3	4.1	4.2	4.0

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
	Items 14-16. The School Administration:				
14	Creates and supports school goals related to the SEOP process.				
	A. Extremely accurate	60	42	49	38
	B. Very accurate	22	39	33	34
	C. Reasonably accurate	8	14	12	19
	D. Not very accurate	7	4	3	8
	E. Not at all accurate	3	1	3	1
	Means	4.3	4.2	4.2	4.0
15	Organizes special faculty meetings on the SEOP process.				
	A. Extremely accurate	32	15	26	15
	B. Very accurate	23	17	28	12
	C. Reasonably accurate	19	32	10	26
	D. Not very accurate	14	22	14	34
	E. Not at all accurate	11	14	22	12
	Means	3.5	3.0	3.2	2.9
16	Participates in an active role in the SEOP process.				
	A. Extremely accurate	39	18	42	21
	B. Very accurate	18	26	21	22
	C. Reasonably accurate	19	30	23	28
	D. Not very accurate	11	17	9	24
	E. Not at all accurate	12	10	5	5
	Means	3.6	3.3	3.9	3.3
22	All students receive a formal orientation to the career center.				
	A. Extremely accurate	22	11	32	21
	B. Very accurate	17	10	16	28
	C. Reasonably accurate	23	27	21	19
	D. Not very accurate	12	30	21	22
	E. Not at all accurate	26	22	9	10
	Means	3.0	2.6	3.4	3.3

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
23	Teachers receive an orientation to the career center.				
	A. Extremely accurate	13	3	14	4
	B. Very accurate	15	7	19	13
	C. Reasonably accurate	19	25	28	34
	D. Not very accurate	21	38	17	36
	E. Not at all accurate	32	27	22	12
	Means	2.6	2.2	2.9	2.6
24	All students visit the career center at least once during the year.				
	A. Extremely accurate	52	18	37	17
	B. Very accurate	7	18	14	20
	C. Reasonably accurate	19	25	27	27
	D. Not very accurate	7	19	14	27
	E. Not at all accurate	14	20	8	9
	Means	3.8	3.0	3.6	3.1
25	Career fairs, job shadowing, guest speakers, etc., are of high quality and provide up-to-date, hands-on information to students.				
	A. Extremely accurate	48	39	55	38
	B. Very accurate	33	30	28	32
	C. Reasonably accurate	9	23	13	19
	D. Not very accurate	2	5	3	9
	E. Not at all accurate	7	3	1	2
	Means	4.1	4.0	4.3	4.0
26	Work-based information (e.g., job placement, internships, job shadowing, career fairs) is posted in the career center.				
	A. Extremely accurate	12	10	51	39
	B. Very accurate	21	24	31	37
	C. Reasonably accurate	29	22	13	17
	D. Not very accurate	13	26	3	4
	E. Not at all accurate	25	19	1	3
	Means	2.8	2.8	4.3	4.1

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
27	Scholarship information (e.g., contests, summer educational opportunities, extracurricular activities) is posted in the career center.				
	A. Extremely accurate	12	10	65	55
	B. Very accurate	21	22	26	27
	C. Reasonably accurate	31	24	9	11
	D. Not very accurate	12	22	0	6
	E. Not at all accurate	24	22	0	2
	Means	2.8	2.8	4.6	4.3
28	Students frequently use the career center before, during, and after school (outside of regular classes).				
	A. Extremely accurate	6	5	20	16
	B. Very accurate	16	11	21	26
	C. Reasonably accurate	17	19	29	33
	D. Not very accurate	24	37	21	18
	E. Not at all accurate	37	27	8	8
	Means	2.3	2.3	3.2	3.2
29	Guest speakers from diverse demographic backgrounds are invited to make presentations to all students.				
	A. Extremely accurate	34	19	27	18
	B. Very accurate	24	32	26	30
	C. Reasonably accurate	18	27	24	27
	D. Not very accurate	16	16	14	19
	E. Not at all accurate	7	7	9	5
	Means	3.6	3.4	3.5	3.4

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
	Items 30-32. Resources (e.g., videos, computer software, print material) used to introduce students to career choices:				
30	Are readily available.				
	A. Extremely accurate	36	31	50	35
	B. Very accurate	30	34	33	38
	C. Reasonably accurate	30	29	12	23
	D. Not very accurate	5	4	6	3
	E. Not at all accurate	0	2	0	0
	Means	4.0	3.9	4.3	4.1
31	Cover a wide range of career choices.				
	A. Extremely accurate	47	38	52	37
	B. Very accurate	28	34	33	38
	C. Reasonably accurate	22	23	13	21
	D. Not very accurate	3	4	2	3
	E. Not at all accurate	0	1	0	0
	Means	4.2	4.0	4.4	4.1
32	Are of a high quality and provide up-to-date information.				
	A. Extremely accurate	32	27	42	33
	B. Very accurate	38	41	36	39
	C. Reasonably accurate	24	25	17	25
	D. Not very accurate	7	6	5	2
	E. Not at all accurate	0	1	0	0
	Means	3.9	3.9	4.2	4.0
33	Sufficient time and personnel are set aside to meet the requirements of the SEOP process.				
	A. Extremely accurate	43	46	42	44
	B. Very accurate	27	33	26	29
	C. Reasonably accurate	13	16	9	17
	D. Not very accurate	9	5	15	8
	E. Not at all accurate	8	0	8	3
	Means	3.9	4.2	3.8	4.0

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
35	In our school, the time needed to manage the SEOP process does not infringe on the responsive services provided.				
	A. Extremely accurate	18	24	21	17
	B. Very accurate	12	31	23	26
	C. Reasonably accurate	27	25	14	29
	D. Not very accurate	21	13	22	17
	E. Not at all accurate	22	7	20	12
	Means	2.8	3.5	3.0	3.2
37	All counselors in our school have acquired the skills needed to implement a highly successful Comprehensive Guidance Program.				
	A. Extremely accurate	66	70	67	64
	B. Very accurate	23	23	27	27
	C. Reasonably accurate	11	6	6	6
	D. Not very accurate	0	1	0	2
	E. Not at all accurate	0	0	0	0
	Means	4.5	4.6	4.6	4.5
38	Counselors and teachers who act as advisors are aware of trends in the SEOP goals and interests of students.				
	A. Extremely accurate	57	46	53	38
	B. Very accurate	34	38	34	44
	C. Reasonably accurate	6	13	10	15
	D. Not very accurate	1	3	2	3
	E. Not at all accurate	2	0	0	0
	Means	4.4	4.3	4.4	4.2
39	Course offerings change in response to trends in students' SEOP goals.				
	A. Extremely accurate	30	20	32	26
	B. Very accurate	16	28	35	34
	C. Reasonably accurate	21	29	15	26
	D. Not very accurate	23	20	11	9
	E. Not at all accurate	10	4	7	5
	Means	3.3	3.4	3.7	3.7

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
40	Counselors receive and use information about the SEOP goals and interests of students entering their school (e.g., the freshman class, in-state transfer students).				
	A. Extremely accurate	23	22	31	24
	B. Very accurate	21	30	27	33
	C. Reasonably accurate	21	25	19	27
	D. Not very accurate	23	17	14	14
	E. Not at all accurate	13	6	9	2
	Means	3.2	3.4	3.6	3.6
41	Students typically use their SEOP information or portfolios during guidance activities other than the SEOP conference.				
	A. Extremely accurate	21	10	17	9
	B. Very accurate	26	24	35	23
	C. Reasonably accurate	18	39	29	40
	D. Not very accurate	24	23	10	23
	E. Not at all accurate	11	3	8	5
	Means	3.2	3.2	3.4	3.1
42	The SEOP process and products are jointly developed with representatives within our feeder system.				
	A. Extremely accurate	35	26	36	29
	B. Very accurate	28	39	31	32
	C. Reasonably accurate	24	22	21	28
	D. Not very accurate	8	11	7	9
	E. Not at all accurate	6	1	5	2
	Means	3.8	3.8	3.9	3.8

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
45	Appropriate accommodations (e.g., translators) are made for special-population students when they take interest inventories and aptitude tests.				
	A. Extremely accurate	35	29	26	24
	B. Very accurate	25	33	38	32
	C. Reasonably accurate	21	23	17	29
	D. Not very accurate	11	11	11	13
	E. Not at all accurate	8	4	8	3
	Means	3.7	3.7	3.6	3.6
46	Students at risk of dropping out of school are identified in a proactive manner and given additional support in the SEOP process.				
	A. Extremely accurate	29	31	29	31
	B. Very accurate	27	43	43	40
	C. Reasonably accurate	25	19	21	21
	D. Not very accurate	7	5	5	6
	E. Not at all accurate	12	3	2	1
	Means	3.6	3.9	3.9	3.9
47	Special-population students are included in career exploration activities relevant to their abilities and goals.				
	A. Extremely accurate	52	42	56	33
	B. Very accurate	33	42	41	42
	C. Reasonably accurate	15	13	3	23
	D. Not very accurate	0	2	0	3
	E. Not at all accurate	1	0	0	0
	Means	4.3	4.3	4.5	4.1
49	Guidance curriculum activities provide orientation to SEOP conferences.				
	A. Extremely accurate	49	33	36	20
	B. Very accurate	30	38	40	39
	C. Reasonably accurate	12	23	10	31
	D. Not very accurate	6	6	13	8
	E. Not at all accurate	2	0	1	1
	Means	4.2	4.0	4.0	3.7

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
51	Students are exposed to a wide range of work-based learning opportunities as part of the SEOP process.				
	A. Extremely accurate	31	20	33	27
	B. Very accurate	31	29	39	39
	C. Reasonably accurate	24	31	25	23
	D. Not very accurate	7	17	2	11
	E. Not at all accurate	6	3	1	1
	Means	3.8	3.5	4.0	3.8
53	Students are exposed to a wide range of career options as part of the guidance curriculum and SEOP conference.				
	A. Extremely accurate	67	35	56	33
	B. Very accurate	26	46	34	44
	C. Reasonably accurate	7	17	9	18
	D. Not very accurate	0	2	1	4
	E. Not at all accurate	0	0	0	0
	Means	4.6	4.2	4.4	4.1
Items 55-60. Rate the extent of DISTRICT-LEVEL SUPPORT in the following areas:					
55	Development of guidance curriculum				
	A. Extensive support	38	27	28	18
	B. More than adequate support	23	30	20	33
	C. Adequate support	23	22	22	22
	D. Somewhat limited support	11	16	15	15
	E. Very limited support	6	5	14	11
	Means	3.8	3.6	3.3	3.3
56	SEOP documentation and career planning forms				
	A. Extensive support	27	26	29	22
	B. More than adequate support	32	30	25	31
	C. Adequate support	18	25	18	30
	D. Somewhat limited support	14	12	17	11
	E. Very limited support	9	6	12	6
	Means	3.6	3.6	3.4	3.5

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
57	Career assessment (e.g., aptitude tests, interest inventories, etc.)				
	A. Extensive support	23	21	38	19
	B. More than adequate support	26	33	22	33
	C. Adequate support	25	30	21	31
	D. Somewhat limited support	15	12	12	11
	E. Very limited support	10	5	7	5
	Means	3.4	3.5	3.7	3.5
58	Coordination (both vertical and horizontal) among schools				
	A. Extensive support	28	22	22	22
	B. More than adequate support	25	36	24	32
	C. Adequate support	23	32	24	33
	D. Somewhat limited support	18	8	22	10
	E. Very limited support	6	2	8	3
	Means	3.5	3.7	3.3	3.6
59	Providing an explanation on how to implement the district policy for the SEOP process				
	A. Extensive support	17	31	26	20
	B. More than adequate support	31	32	25	36
	C. Adequate support	29	24	29	28
	D. Somewhat limited support	15	9	10	11
	E. Very limited support	8	4	11	4
	Means	3.3	3.8	3.5	3.6
63	A district policy exists that precisely outlines the SEOP process.				
	A. Yes	69	86	78	78
	B. No	31	14	22	22
64	Classes dedicated solely to career exploration or life skills exist.				
	A. Yes	82	72	81	63
	B. No	18	28	19	37

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
65	Students and counselors use computer programs to manage SEOP information. A. Yes B. No	22 78	64 36	33 67	69 31
66	Counselors <u>can document</u> that they spend at least 80% of their time <u>working directly</u> with students. A. Yes B. No	83 17	82 18	93 7	80 20
Items 67-71. As a result of the Comprehensive Guidance Program:					
67	More students have <u>built schedules</u> based on their individual career goals. A. Yes B. No	80 20	77 23	95 5	87 13
68	More students are taking <u>higher level</u> math, science, and writing classes. A. Yes B. No	69 31	76 24	83 17	81 19
69	More students have developed post-secondary education or training plans. A. Yes B. No	83 17	88 12	94 6	90 10
70	More students are taking Career and Technical Education (CTE) classes. A. Yes B. No	71 29	79 21	89 11	80 20
71	More students are pursuing courses of study that exceed the ACT core recommendations for graduation (please refer to your ACT "High School Profile Report"). A. Yes B. No	69 31	77 23	65 35	70 30

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
	Items 72-78. The following career exploration programs are offered:				
72	Post-high school orientation program				
	A. Yes	38	56	98	84
	B. No	62	44	2	16
73	Job shadowing (one-day or part-day activity)				
	A. Yes	48	53	71	65
	B. No	52	48	29	35
74	Registered apprenticeships				
	A. Yes	8	17	67	63
	B. No	92	83	33	37
75	Internships and cooperative work experiences				
	A. Yes	20	28	93	96
	B. No	80	72	7	4
76	Career days or career fairs				
	A. Yes	82	87	92	80
	B. No	18	13	8	20
77	Career-related field trips				
	A. Yes	74	80	93	78
	B. No	26	20	7	22
78	Guest speakers from local businesses and service organizations				
	A. Yes	88	88	95	85
	B. No	12	12	5	15

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
	Items 82-87. Over the past several years:				
82	The extent of district-level support has...				
	A. Increased dramatically	18	4	18	2
	B. Increased steadily	43	43	45	33
	C. Increased slightly	22	19	22	21
	D. Remained the same	17	25	14	37
	E. Decreased	0	8	1	7
	Means	3.6	3.1	3.6	2.9
83	The level of coordination within our feeder system on the SEOP process has...				
	A. Increased dramatically	19	5	24	7
	B. Increased steadily	32	51	48	42
	C. Increased slightly	28	27	18	28
	D. Remained the same	20	17	11	22
	E. Decreased	0	1	0	1
	Means	3.5	3.4	3.9	3.3
84	Student interest in the SEOP process has...				
	A. Increased dramatically	20	7	26	8
	B. Increased steadily	55	45	56	38
	C. Increased slightly	16	27	12	31
	D. Remained the same	9	20	6	22
	E. Decreased	0	1	0	2
	Means	3.9	3.4	4.0	3.3
85	The percentage of parents involved in the SEOP process has...				
	A. Increased dramatically	33	7	31	7
	B. Increased steadily	40	42	60	35
	C. Increased slightly	11	23	7	28
	D. Remained the same	13	23	2	23
	E. Decreased	2	5	0	6
	Means	3.9	3.2	4.2	3.1

Original Form Item Number	Item	Percentage Responding to Each Item Option			
		Middle Schools		High Schools	
		1997	2006	1997	2006
86	The amount of counselor time devoted to working directly with students has...				
	A. Increased dramatically	31	8	38	8
	B. Increased steadily	47	35	40	32
	C. Increased slightly	9	32	14	21
	D. Remained the same	9	18	6	28
	E. Decreased	3	8	2	11
	Means	3.9	3.2	4.1	3.0
87	The amount of time dedicated to responsive services has...				
	A. Increased dramatically	8	5	5	4
	B. Increased steadily	19	25	24	23
	C. Increased slightly	13	25	15	17
	D. Remained the same	25	28	21	34
	E. Decreased	35	17	35	23
	Means	2.4	2.7	2.4	2.5

Appendix B

Survey Forms Used in the Evaluation

(under separate cover)